

Social Studies Standards 2.1.4 & 2.1.5: *Contributions can be characterized as urban, suburban, and rural. Features of urban, suburban, and rural are different.*

CC.2.ELA.LITERACY.W.1.1: *Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

Differentiated Rubric for Expository, Informative, and Writing

Teacher's Name: _____

Total Score: _____

Teacher Evaluation:	0	1	2
ORGANIZATION	There is no graphic organizer or it was filled in incorrectly. There is no title. Only a few words or 1 incomplete sentence was written.	Graphic organizer was filled in partially correct. The writing matches some, but not all of the information on the graphic organizer. A title might be missing. There is evidence of a few sentences or 1 paragraph.	Graphic organizer was filled in correctly. The writing matches the information on the graphic organizer. There is a title. There is evidence of 2 paragraphs.
CONTENT	The sentence does not include relevant details to support the main topic sentence.	There is 1 detail that supports the main topic. There is an introductory sentence or a concluding sentence, but not both.	There are 2-3 details that support the main topic. There is at least one introductory sentence and one concluding sentence.
MECHANICS	There are many errors in capitalization, punctuation, grammar, or spelling which makes the writing unintelligible.	There are capitalization, punctuation, grammar, or spelling errors that sometimes interfere with meaning. Sentences may be incomplete.	There are some capitalization, punctuation, grammar, or spelling errors that don't severely interfere with meaning.
LANGUAGE	There no evidence of personal voice. Simple, borrowed language is used.	There is little evidence of personal voice. Simple, borrowed language is used.	There are original ideas, but some writing is borrowed from text or other source.

Nyc Rubric Writing 2nd Grade

Robert J. Wright



Nyc Rubric Writing 2nd Grade:

Writing and Revising in Second Language Classrooms Jing Chen, 2025-02-05 This book contributes to the field of L2 writing with a focus on instruction in revision. Theoretically, this research provides a better understanding of students' metacognitive knowledge about revision and their self-efficacy for text revision in EFL writing. Such understanding is vital to make pedagogical connections between cognitive research, self-efficacy theory, and instructional research in writing. Moreover, the designed questionnaire for data collection and analysis in this study can be employed as a diagnostic or consciousness-raising tool in the L2 writing classrooms or be used as a research tool to chart the development of students' metacognitive knowledge about revision and self-efficacy for text revision over time to contribute to this line of research. Pedagogically, this study examined the effects of the SRSD model, an approach that has shown its effectiveness in improving learners' metacognition and impacting their self-efficacy in both L1 and L2 writing in the context of revision in an EFL context. Hence, it broadens the understanding of the feasibility and effectiveness of the SRSD model.

Multifaceted Assessment for Early Childhood Education Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first-level graduate courses in early childhood education assessment. The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners, which has rarely been touched upon in other textbooks. The chapters are focused on student accessibility and include practical applications of key concepts. Features and benefits: Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching; Summative i.e. tests/quizzes; Authentic focuses on complex/deeper tasks; Standardized STAR/SAT. Includes coverage of assessment for English language learners and children with special needs, topics that are not provided enough coverage in other books, including Wortham, McAfee, Puckett, and Mindes. Wright's writing style grabs and engages the reader in the topic. Two of our reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book. A McAfee reviewer is likely to switch for the same reason.

Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen, 2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research, and an entirely new section has been added on research methods in special education.

Resources in Education, 2001-04 *Handbook of Research on Writing* Charles Bazerman, 2009-03-04 The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it. How do people write? How do they learn to write and develop as

writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Writing Instruction That Works Arthur N. Applebee, Judith A. Langer, 2015-04-25 Backed by solid research Writing Instruction That Works answers the following question What is writing instruction today and what can it be tomorrow This up to date comprehensive book identifies areas of concern for the ways that writing is being taught in todays secondary schools The authors offer far reaching direction for improving writing instruction that assist both student literacy and subject learning They provide many examples of successful writing practices in each of the four core academic subjects English mathematics science and social studies history along with guidance for meeting the Common Core standards The text also includes sections on Technology and the Teaching of Writing and English Language Learners **Portfolio Assessment for**

the Teaching and Learning of Writing Ricky Lam, 2018-06-26 This book provides teachers instructors scholars and administrators with a practical guide to implement portfolio assessment of writing in their work contexts Unlike most existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations Application of Advanced Information Technologies , 1998

Proceedings Miscellaneous **A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts** National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher s Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth

complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels *Student and Teacher Writing Motivational Beliefs* Steve Graham, Gary A.

Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature *Making Assessment Elementary* Kathleen Strickland, James Strickland, 2000 Outlines the hows and whys of assessment CD ROM includes reproducible assessment forms **Creating Scientists** Christopher Moore, 2017-11-22 Learn how to shift from teaching science content

to teaching a more hands on inquiry based approach as required by the new Next Generation Science Standards This practical book provides a clear research verified framework for building lessons that teach scientific process and practice abilities such as gathering and making sense of data constructing explanations designing experiments and communicating information Creating Scientists features reproducible immediately deployable tools and handouts that you can use in the classroom to assess your students learning within the domains for the NGSS or any standards framework with focus on the integration of science practice with content This book is an invaluable resource for educators seeking to build a community of practice where students discover ideas through well taught hands on authentic science experiences that foster an innate love for learning how the world works Intellectual Capital Carole G. Basile,2010-07-02 A Professional Development School PDS offers unique university school relationships that can change the culture of learning and add value to students and the community Initially created in the 1980s the PDS movement is growing across the country and is now a respected teacher education model In this book Carole G Basile has collected stories written by people connected to the University of Colorado Denver which has one of the longest standing PDS partnerships established in 1993 The site professors site coordinators teachers and others describe in engaging detail the work they do and its impact By providing a framework situated in the notion of intellectual capital PDS faculty from the university and K 12 share how the PDS model adds value to schools and students School-wide Systems for Multilingual Learner Success Lisa Auslander,Joanna Yip,2022-03-21 Innovative and accessible this book provides a roadmap for designing school environments that address the needs of English learners ELs Offering a wealth of resources to support school leaders working with multilingual students Auslander and Yip explain how a systems thinking approach enables the development of stronger school wide multi tiered systems of support and can lead to meaningful context specific solutions that set up ELs for success With vignettes case studies and tools for readers in each chapter the book not only identifies what effective practices look like but also outlines methods to help effectively implement culturally and linguistically responsive teaching This book covers relevant topics in the field including Teacher team inquiry planning and collaboration Social emotional learning in planning and instruction Culturally and linguistically responsive trauma informed assessment and interventions Effective leadership strategies Perfect for district school and teacher leaders this book includes concrete strategies tools and resources for implementing research informed improvements to support different categories of multilingual learners including newcomers students with interrupted education and long term ELs **International Approaches to Bridging the Language Gap** Huertas-Abril, Cristina-Aránzazu,Gómez-Parra, María Elena,2019-11-15 In the age of information an essential priority in the context of international education is the development of language learning and its inconsistencies The gap between language and education has intermittently grown through time with mistaken assumptions about how linguistic shortcomings are being solved around the world Research on comparative educational approaches to teaching language and the foundation of future

language development are instrumental in positively impacting the global narrative of dialectal education International Approaches to Bridging the Language Gap is a collection of innovative research on the methods and applications of second language teaching as well as social developments regarding intercultural learning While highlighting topics including curricular approaches digital competence and linguistic disparities this book is ideally designed for language instructors linguists teachers researchers public administrators cultural centers policymakers government officials academicians researchers and students seeking current research on the latest advancements of multilingual education

Teaching ELLs Across Content Areas Nan Li, 2016-04-01 The book Teaching ELLs Across Content Areas Issues and Strategies is a unique useful text written for K 12 teachers This book is the culmination of the professional knowledge expertise and experience from the distinguished authors who represent the entire range of the content areas including language arts science mathematics technology arts psychology and Hispanic studies The ELL school population has reached 5.3 million with the increase rate of 51 percent from School Year 1998 1999 to 2008 2009 NCELA 2012 By 2025 one out of four K 12 students will be ELLs NEA Policy Brief 2013 The NEA data states that the ELLs are the fastest growing student population group in our schools and providing them with high quality services and programs is an important investment in America's future NEA Policy Brief 2013 With the fast growth of the ELLs in schools basic information and strategies are needed by all K 12 teachers This book provides useful information and strategies for all K 12 teachers in content classrooms This book has three significances First the book provides the most needed information for K 12 teachers with issues and strategies that are important in content areas to help ELLs succeed With the fast growth of the ELLs in schools K 12 teachers need this information in content classrooms Second the book fills the gap related to teaching ELLs in content areas There are some existing books with titles on teaching ELLs across content areas yet these books provide general information with fewer books that really address specific content topics This book is unique because it has the dedicated chapters for specific content areas e.g. Language Arts Science Math Social Studies with issues and strategies in these respective contents as well as general information e.g. L2 theories for teachers to know and work with ELLs Third the book is reader friendly with carefully crafted chapters Each chapter begins with a scenario to catch the reader's attention is followed by issues and strategies and ends with a summary A scenario begins with each chapter for teachers to get to know the ELLs with the content that focuses on the related information and teaching strategies With the continued increase in the ELL school population this book is intended helping all K 12 teachers in content areas have knowledge and strategies to better serve their ELLs

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment

intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies

The Oxford Handbook of Undergraduate Psychology Education Dana Dunn, 2015 The Oxford Handbook of Undergraduate Psychology Education provides psychology educators administrators and researchers with up to date advice on best teaching practices course content teaching methods and classroom management strategies student advising and professional and administrative issues

Developing Critical Cultural Competence Jewell E. Cooper, Ye He, Barbara B. Levin, 2011-08-31 This book shows you how to provide professional development for teachers that deepens their cultural understanding and includes activities for translating new knowledge into action Companion website available Provided by publisher

Research Anthology on Culturally Responsive Teaching and Learning Management Association, Information Resources, 2021-05-28 As education continues to take great strides to become more inclusive and understanding of diverse students and cultures teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences Teachers must make meaningful connections between a student s culture language life experiences and background to what the student is learning in the classroom By integrating culture into the classroom student achievement can be fostered and students can excel Underserved populations may face discrimination when it comes to culture language or race and their needs can often be neglected By implementing culturally responsive teaching students can feel valued motivated understood and included in their education The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions classroom subjects and with different types of students from diverse cultural backgrounds The chapters focus on culturally responsive practices and how these methods for teaching can impact student success empowerment and cultural competence This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it This book is ideal for faculty teachers counselors administrators principals curriculum developers instructional designers professionals researchers and students seeking to improve their

understanding of culturally responsive teaching and learning

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