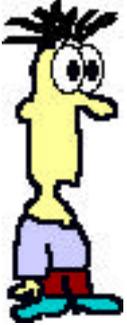


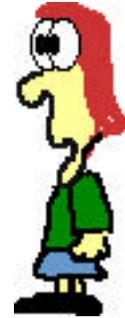
How can I take a stand....and be taken seriously?

How can I organize my thoughts?



Where do I start?

A guide for:



Structured Paragraph Writing

Grade 8 Model



What can I do to capture my audience's attention?

How do I argue my point?



How can I convey my ideas clearly?

RUBRIC FOR SUPPORTIVE PARAGRAPH WRITING

	4	3	2	1
PROMISE	Introductory sentence promises the reader to discuss ONLY the main topic; does not enter proof (i.e. because). Skillfully uses creative, accurate language to introduce the main topic of paragraph.	Introductory sentence promises the reader to discuss ONLY the main topic; does not enter proof (i.e. because). Satisfactory uses creative, accurate language to introduce the main topic of paragraph.	Introductory sentence promises the reader to discuss ONLY the main topic; does not enter proof (i.e. because). Attempts to use creative, accurate language to introduce the main topic of paragraph.	The promise is unclear; may enter proof. Language is functional and/or word order blurs intended meaning.
DEFINITION	Support clearly defines the subtopic in broad, general terms. Skillfully uses creative accurate language to define the support of the paragraph	Support clearly defines the subtopic in broad, general terms. Satisfactory uses creative accurate language to define the support of the paragraph	Support satisfactorily defines the subtopic in broad, general terms. Attempts to use creative accurate language to define the support of the paragraph	Support is unclear; only a vague definition of support in broad, general terms is evident. Uses only functional language; no attempt made to use creative language to define the support.
HOOK	Support clearly sets up specific argument of the paragraphs; naturally provides HOOK for specific examples; the argument of the paragraph always relates clearly to the main topic; word choice is extremely accurate and clear.	Support clearly sets up specific argument of the paragraphs; satisfactorily provides HOOK for specific examples; the argument of the paragraph always relates clearly to the main topic; word choice is accurate and clear.	Support satisfactorily sets up specific argument of the paragraphs; satisfactorily provides HOOK for specific examples; the argument of the paragraph relates clearly to the main topic; word choice does not hinder meaning.	Support argument is out of place or hard to identify; fails to provide effective HOOK for specific examples; argument of paragraph may not relate to the main topic; language is functional and may hinder meaning.
TRANSITION	Transition sentence clearly leads into specific examples; good use of enumerative words	Transition sentence adequately leads into specific examples; good use of enumerative words	Transition sentence attempts to lead into specific examples	Transition sentence is not present
EXAMPLES	Specific examples and/or facts clearly contain excellent reasons to defend the argument presented in the support; specific examples are accurate. "I wish I'd written this". Word choice is extremely descriptive, persuasive and clear.	Specific examples and/or facts clearly contain good reasons to defend the argument presented in the support; specific examples are accurate. Word choice is extremely descriptive, persuasive and clear.	Specific examples and/or facts always contain satisfactory reasons to defend the argument presented in the support; specific examples are accurate. Word choice is satisfactorily descriptive, persuasive and clear.	Specific examples and/or facts to defend the argument presented in the support are sparse; specific examples are vague in meaning. Language is functional.
REMINDER	Summary sentences successfully remind reader of main topic by accurately restating the introductory ideas in different ways; accurately and concisely reviews what has been discussed in the body of the paragraph	Summary sentences successfully remind reader of main topic by accurately restating the introductory ideas in different ways; accurately reviews what has been discussed in the body of the paragraph	Summary sentences satisfactorily remind reader of main topic by restating the introductory ideas in a different way; accurately reviews what has been discussed in the body of the paragraph	Summary sentences attempt to remind reader of main topic by attempting to restate the introductory ideas in a different way; attempts to review what has been discussed in the body of the paragraph
OVERALL	Sentences consistently vary in structure and length	Sentences often vary in structure and length	Sentences sometimes vary in structure and length	Sentences usually follow the same simply pattern; little variation in sentence structure or length.
	4	3	2	1

Introductory Sentence
"The Promise"

Support #1:
"The Definition"

Support #2:
"The Hook"

The Transition:

Specific Examples: "The Details"

SO?



Summary Sentence
"The Reminder"

Name: _____ Class: _____ Date: _____

Baseline #

Topic: _____

Subject Area: English Science Math Social Studies

4 3 2 1

	Introductory Sentence "The Promise"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Support #1: "The Definition"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Support #2: "The Hook"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	"The Transition"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Specific Examples: "The Details in Living Colour"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Summary Sentence "The Reminder"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				

Teacher Comments/Improvement/Suggestions:

Student Comments/Feedback/Goals:

Version 1.1

Name: _____ Class: _____ Date: _____

Baseline #

Topic: _____

Subject Area: English Science Math Social Studies

4 3 2 1

	Introductory Sentence "The Promise"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Support #1: "The Definition"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Support #2: "The Hook"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	"The Transition"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Specific Examples: "The Details in Living Colour"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Summary Sentence "The Reminder"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Teacher Comments/Improvement/Suggestions:

Student Comments/Feedback/Goals:

Version 1.1