

PRINT-AND-GO

paragraph writing practice

SENTENCE STEMS

PARAGRAPH WRITING sentence stems

Restate the question

AnsWER the question

Cite evidence from the text

- According to (title).
- The text points out
- As shown in paragraph

Explain how the evidence proves your answer

- The evidence shows
- This proves
- As you can see
- This is important

Summarize

- To sum it up
- In conclusion
- Without a doubt
- Putting it all together

Literary & Informational

RUBRICS

Grading Rubric for Paired Passages RACES Paragraph Writing (Scale 1-4)

Criteria	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Proficient)
Restate the Question (R)	Does not restate the question.	Restates part of the question but not clearly.	Restates the question clearly.	Restates the question clearly and completely.
Answer the Question (A)	Does not answer the question.	Answers part of the question but not clearly.	Answers the question clearly.	Answers the question clearly and completely.

BOOKMARK

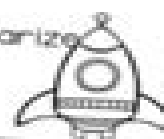
Restate the question

AnsWER the question

Cite evidence from the text

Explain how the evidence proves your answer

Summarize



Student Grading Rubric for Paired Passages RACES Paragraph Writing (Scale 1-4)

Criteria	1 (Emerging)	2 (Developing)	3 (Competent)	4 (Proficient)
Restate the Question (R)	I didn't restate the question.	Restated part of the question but it's not clear.	I restated the question clearly.	I restated the question clearly and completely.
Answer the Question (A)	I didn't answer the question.	I answered part of the question but not clearly.	I answered the question clearly.	I answered the question clearly and completely.
Cite Evidence (C)	I didn't use any evidence from the text.	I used some evidence, but it's not clear or correct.	I used the correct evidence from the text.	I used the correct evidence from the text and explained how it proves my answer.
Explain Evidence (E)	I didn't explain how the evidence proves my answer.	I tried to explain the evidence, but it's not clear.	I explained how the evidence proves my answer.	I explained how the evidence proves my answer and gave examples.
Summarize (S)	I didn't include a summary or I didn't understand.	I wrote a summary, but it's missing the main idea.	I wrote a clear summary that says what my answer is.	I wrote a clear summary that says what my answer is and everything that supports my answer.
Grammar and Mechanics	There are lots of mistakes and it's hard to read.	There are some mistakes, but it's hard to read.	There are a few mistakes, but it's clear and easy to read.	There are no mistakes and it's easy to read.

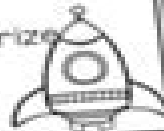
Restate the question

AnsWER the question

Cite evidence from the text

Explain how the evidence proves your answer

Summarize



2nd Grade Multi Paragraph Passages

Kurt Engelmann



2nd Grade Multi Paragraph Passages:

Paired Passages: Linking Fact to Fiction Grade 8 Ruth Foster,2009-07 Help students develop and practice the skills they need to compare and contrast fiction and nonfiction passages After each of the 25 pairs of passages students are asked both multiple choice and open ended questions

Paired Passages: Linking Fact to Fiction Grade 5 Ruth Foster,2009-07 Help students develop and practice the skills they need to compare and contrast fiction and nonfiction passages After each of the 25 pairs of passages students are asked both multiple choice and open ended questions

Paired Passages: Linking Fact to Fiction Grade 6 Ruth Foster,2009-07 Help students develop and practice the skills they need to compare and contrast fiction and nonfiction passages After each of the 25 pairs of passages students are asked both multiple choice and open ended questions

The Software Encyclopedia 2000 Bowker Editorial Staff,2000-05
Resources in Education ,1974-07 *Research in Education* ,1974 **Teaching Individuals with Physical and Multiple Disabilities** June L. Bigge,1991 **Direct Instruction: A practitioner's handbook** Kurt Engelmann,2024-04-05

Direct Instruction DI is a powerful instructional approach designed to ensure that students master critical skills and content required for more advanced learning Although DI has existed since the late 1960s there are many common misconceptions about the approach its potential to enhance student learning and the way its proper implementation facilitates students academic success This book provides a systematic explanation of the Direct Instruction methodology and DI program design as it outlines a roadmap for teachers and school leaders on how to implement DI successfully Divided into three main sections the first section describes DI as a coherent and complete teaching and learning system that contrasts DI with lower case di or explicit instruction which focuses on effective instructional delivery techniques The second section provides a step by step guide to implementing DI The third section is devoted to cautions about implementing DI This section reinforces the notion that the physical possession of the DI curricula does not by itself lead to student success Those who adopt DI need to ensure that it is implemented with fidelity for the benefit of their students who are reliant on them to provide them with the means to achieve their academic potential so they may lead healthy productive lives

Houghton Mifflin Reading James David Cooper,John J. Pikulski,2003 Presents a practical approach to creating an assessment based literacy classroom Includes assessment for initial placement and instructional planning ongoing informal assessment of reading writing listening speaking and viewing evaluation of writing formal assessment and assessment for meeting individual needs

The Tablet ,1878 **Reading Instruction for Classroom and Clinic** Edward Bernard Fry,Edward Fry,1972 **Strategies for Teaching Students with Learning and Behavior Problems** Candace S. Bos,Sharon Vaughn,1991 Sequential Development of Reading Abilities Helen Mansfield Robinson,1977 **Supplementary Educational Monographs** ,1959

Summary of Investigations Relating to Reading International Reading Association,1984 **The Athenaeum** ,1871

Examining Central Issues in Literacy Research, Theory, and Practice Donald J. Leu,Charles K. Kinzer,1993

Reflections ,2007 Part of the History social science series created to follow the California standards and framework providing stories of the important people places geography and events which shaped the state of California and the country

School Library Journal ,1990 **Pamphlet ... Ordinances Recommended for Passage ... Reported to the City Council** Chicago (Ill.) City council,1929

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