**Structure**

**General Prompt:**

Time frame (5-10 minutes)

Claim is based on class Read Aloud (anchor text), \* students know text, therefore, they will have analyzed the text previously with class.

Teacher provides claim. (simple claim)

Prompt: Map out a possible essay using “boxes and bullets” text structure.

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|  |

Rubric for **Progression of Structure (seen in Boxes and Bullets’ format)**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **I am able to find examples of text evidence to support a claim** | **I am able to find one reason why my claim is true / valid.** | **I am able to find multiple reasons why my claim is trust / valid.** | **I am able to find significant and parallel reasons my claim is true / valid.** |
| **Example****Claim: Superman is strong.****-when he lifts the car off the person****-when he lifts the elevator****-when he stops the airplane mid-air** | **Example****Claim: Superman is strong.****-because he stands up for what is right.****-because he stops a plan in mid-air** | **Example****Claim: Superman is strong.****-because he stands up for what is right** **-because he has super strength from the Earth’s sun.****-because he saves people** | **Example****Claim: Superman is strong.****-because he stands up for what is right** **-because he puts needs of others before his own.****-because he is able to be brave in the face of evil.** |

**\*Overall checklist to place in student prompt**

**\*Examples above are provided for common and clear language.**

**\*In order for kids to have more sophisticated thoughts, there needs to be some stages of attempts (try-its) before they reach the next level.**

Rubric for **Progression of Elaboration** (closely related to structure: structure is having a plan, elaboration is showing, explaining, analyzing)

\*Teacher provides claim and supportive reason for that claim.

**Prompt: You have 10-15 minutes to write a body paragraph that elaborates the reason.**

**Use this claim:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**and supporting reason \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**to write a body paragraph off of this scene from the read aloud. (scene is attached)**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **I am able to repeat topic sentence and claim.****Uses same language as topic sentence and claim**  | **I attempted to explain the evidence using prompts or sentence frames** | **I work to explain how the evidence connects to both claim and reason.****My writing may feel like an explanation or even a struggle, but the attempt to truly explain i evient by length, strategies, and language.**  | **I am able to explain how the evidence supports both the claim and the reason.** **I am able to use my own language and a variety of transition words.** |
| **Example****Claim:**  | **Example****Claim:** | **Example****Claim:**  | **Example****Claim:.** |