

<b>Title:</b> Our Extended Response Rubric	<b>Date:</b> Monday, September 23	<b>Suggested Time:</b> 40 minutes
<b>Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>- identify essential components of an extended response rubric</li> <li>- generate a list of essential components of an extended response</li> <li>- apply components utilizing checklist while writing an extended response as a class</li> </ul>		
<b>Standards:</b> NCTE: 5, 11 Illinois : 3.A.2a, 3.B.2a, 4.B.2b	<b>Materials:</b> Big chart paper                      Loose leaf paper Pens    Overhead?	
<b>Procedure:</b> Get out: paper and pencils. (Hang chart paper on white board.) <ul style="list-style-type: none"> <li>→ Brainstorm important components of extended response rubric; make web on board: <ul style="list-style-type: none"> <li>- topic sentence/"argument"</li> <li>- 2-3 reasons</li> <li>- 2-3 examples/details</li> <li>- evidence from text</li> <li>- connection to self</li> <li>- conclusion</li> </ul> </li> <li>→ Establish that an extended response with all of these attributes will receive the highest grade possible</li> <li>→ Organize web into checklist: What makes sense to check first while you're writing? <ul style="list-style-type: none"> <li>- Write checklist on whole piece of chart paper; post in room</li> <li>- Students write their own checklists on their own paper; keep in Language Arts notes pocket in binder</li> </ul> </li> <li>→ Write a class extended response. Model thinking: addressing each point on checklist, does it make sense? Could I make it clearer? Use checklist physically to check off aspects when we've done them.</li> </ul> <p><i>Do you agree with Robert D. Ballard that artifacts from the Titanic should be left at the wreckage? Why or why not?</i></p>		
<b>Assessment:</b> For this specific activity, class participation will be the biggest indicator of mastery. However, the mastery of writing paragraphs is an ongoing and developing skill; assessments will be made throughout the entire year as students answer extended response questions in their journals, on quizzes, and on standardized tests.		
<b>Rationale:</b> The students did not score highly on the extended response portion of their first diagnostic standardized test of the year. Creating a class rubric will help students internalize the components of a good response, and creating a checklist will help them remember those components while in the process of writing their own responses. We will create a class extended response to model the steps and thinking behind the process of writing a good extended response paragraph.		

Template adapted from Amy Schneider