COMMON CORE
STATE STANDARDS
DELAWARE

GRADE 7
SCIENCE

CLOSE READING
COHORT 1

CLOSE READING LESSON

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Life on Earth, FOSS Diversity of Life Student Resource, ISBN 1-58356-426-8

Readability: Lexile 880, grade 6-8

Goal for the Lesson: The goal of this lesson is to analyze how informational text is organized and can be accessed to use in support of persuasive arguments. Students will develop a working knowledge of the characteristics common to all living organisms. Students will access this knowledge, develop and support an argument utilizing this knowledge in a persuasive writing assignment. Students will be able to use this scientific foundation to build a better understanding of living, nonliving, dead, dormant, structure/function relationships and cell theory.

Connection to the CCSS:

6-8 Literacy in Science and Technical Subjects
Reading Standard: Key Ideas and Details: 1, 2
Reading Standard: Craft and Structure: 4, 5
Reading Standard: Integration of Knowledge and Ideas: 7
Reading Standard: Range of Reading and Level of Text Complexity: 10

ELA CCSS Writing Standards:

College and Career Readiness (CCR) Anchor Standard 1:
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.

Content Standards:

Prioritized Science Standard 6: Life Processes
Structure/Function Relationship: A, B, D
Matter and Energy Transformation: A, B, C
Regulation and Behavior: A
Life Processes and Technology Applications: B, C

Prioritized Science Standard 7: Diversity and Continuity of Living Things
Reproduction, Heredity and Development: A

Prioritized Science Standard 8: Ecology
Interactions within the Environment: D

Days for the Lesson:

Day 1: Complete Close reading of article, organizer and guided reading questions
Day 2: Complete rough draft of persuasive writing assignment
Day 3: Edit and complete final copy of writing assignment

Life on Earth, Diversity of Life Resources, Images, Data and Readings, FOSS for Middle School Project, Delta Education

Life on Earth/What is Life?/page #21	Vocabulary[1]
What is Life? It's not too difficult to tell that some things are alive. Dogs chasing tennis balls are alive. Birds chattering in a hawthorn tree are alive. Minnows swimming around the plants in a pond are alive. In fact, animals are the first things we learn to recognize as living. Things that are alive, like the animals described above, are called organisms. Any living thing is an organism. But not all organisms are animals. Plants are organisms, too. In the **scenes** above, the berry tree is alive, and the water plants in the pond are alive. It's not always so easy to tell that plants are alive, because they don't do some of the things we think about when we think about life. Plants don't move around, breathe, eat or make sounds. Even so, they are alive, and there are ways to figure out that they are alive.	*any living thing*
Living, Dead, and Nonliving One way to look at the question What is Life? Is to think about what makes life come to an end. Every living organism dies after a period of time. An organism is dead when it is no longer alive. A fish out of water will die after a short period of time. The fish is still there, it is still made out of the same materials, and it still looks the same as it did when it was living in the water, but it is no longer alive. And this is important—something can only be dead if it once lived. A rock can never be dead because a rock was never alive. We describe the rock as nonliving. Living organisms can be described in terms of two sets of characteristics. One is the need or **requirement** that all organisms have to satisfy to stay alive. The second is the **functions** that all organisms do.	*no longer living; was once alive* *individual quality used to describe an object; thing*
What do living organisms need? What do you need to stay alive? It has been said that a person can live 5 minutes without air, 5 days without water, and 5 weeks without food. People need air, water, and food to stay alive. You breathe air to stay alive. When you breathe in, you bring oxygen into your lungs, where it **dissolves** into your blood. When you breathe out, carbon dioxide, carbon monoxide, and other **waste** gases leave your body and go into the air. The process of moving gases into and out of your body is gas exchange. Birds do it, bees do it, and lizards, fish, baboons, stink bugs, and trees do it.	*gases produced as waste products by your body*

All living organisms **engage** in gas exchange, and the most common gases involved are oxygen and carbon dioxide.

You drink water to stay alive. Even if you don't actually drink pure water, there is water in the fruit, vegetables, soft drinks, milk, and everything else you eat and drink. Water is **essential** for life as we know it on Earth. It's just that simple: all living organism need water.

available power

You eat food to stay alive. Food contains energy. Energy is **required** to make things happen. You can't move, breather, see, hear, think or do anything else without energy. All living organisms use energy to live.

a secondary or incidental product

The process of living produces by products that are of no use to organism. In fact, many by products are dangerous to the organism if they are allowed to build up. For this reason it is necessary for organisms to get rid of waste products. These might be gases, liquids, or solids. All living organisms **eliminate** waste.

These four basic needs are **common** to all living organisms: the need for gas exchange, the need for water, the need for energy, and the need to eliminate waste.

requirements for life

What do living organisms do?

Once an organism's basic needs are met, it gets on with the process of life. One of the **universal** truths is that everything has to be somewhere. That somewhere for an organism is its **environment**.

People live in towns and go to stores and school, ride in vehicles, shop, read, watch TV, eat, and millions of other things. The human environment can be colorful and **complex**. Fish live in oceanic environments, scorpions live in desert environments, maple trees live in forest environments, and so on. When things happen in the environment organisms respond. All organisms **respond** to the environment.

The ocean fish swims away when the sea lion comes by, the scorpion scurries under a rock when the Sun heats up the ground, and the maple tree's leaves turn red and fall off in the autumn. These are all responses to the environment.

any of the inorganic elements, as calcium, iron, magnesium, potassium, or sodium, that are essential to the functioning of the human body

When organisms start life, they are small. As time passes, they get bigger. Increase in size is called growth. The chemical building blocks for growth come from food and from the environment in the **form** of minerals. All organisms grow.

Organisms don't live forever. Some live a short time and some live a long time, but **eventually** every individual will die. To make sure that the species doesn't become extinct, living organisms make new organisms of their kind. Even though the ways that different kinds of organisms do it **vary dramatically**, all living organism reproduce. That's not to say every individual organism will reproduce, but every **population** of organisms reproduces to keep the species going.

class of individuals having common characteristics

All organisms do three things: they respond to the environment, they grow, and they reproduce. Anything that does not have the ability to do all three of these things is not an organism.

There is actually one more characteristic common to all living organisms. That characteristic is not discussed in this article, but will be introduced in the near future. Can you think what that characteristic might be? It's true of you, it's true of turtles and beetles, it's true of elm trees and mosses, and of all the tiny living organisms too small to see with the naked eye.

Sometimes it is difficult to decide if something is alive. A car driving down the road exchanges gases, and a washing machine needs water. A burning candle uses energy, and a fire gives off waste. A smoke alarm responds to the environment, clouds grow, and the Mint reproduces new dollar bills all the time.

One characteristic, or even three or four, does not qualify an object to join the **ranks** of the living. In order to qualify as a living organism an object must pass all seven tests.

[1] Underline = words which cannot be discovered in context by students. **Boldface** words are tier 2 that can be determined in context.

Close Reading Exemplar for __Life On Earth_____

Summary of Activities

1. Have student's complete Living/Nonliving pre-activity. Set aside for future reference.

2. Teacher introduces the day's passage with minimal commentary and vocabulary review as needed and students read it independently. Students are asked to explain how the author has organized the information contained in the text.

3. Then teacher reads the passage aloud to the class, defining and discussing content vocabulary as needed. Students are told they will be asked to determine the main idea of the passage when the teacher completes the reading. This will supply a focus for rereading.

4. Students are to make a foldable to organize their information on (see attachment). Hand out attached template or have students draw and label it themselves referring to example. Have students work with a partner to reread the text. They should identify the seven characteristics of life as discussed by the author and write each characteristic on a different page of their foldable IN ORDER and under the correct heading of Needs or Do. Students should describe each of the characteristics and write the description on the foldable as they go.

5. Reread a fourth time answering a series of text-based questions to promote further comprehension of the text and an understanding of the characteristics of living things. Students will discuss the passage in depth with their teacher and their classmates, performing activities that result in a close reading of text.

6. Revisit pre-activity. Have students review their classification of the objects on the chart. Ask students to engage in a group discussion as to why they originally classified items as they did and how they would alter their classifications based on the information contained in the passage. They should provide detailed evidence for their final classification of the objects on their chart.

7. Utilizing the above pre/post classification chart and the text as resources, students are asked to complete an informative writing task. Students will write to inform readers of the differences between living and nonliving characteristics and utilize examples from their pre/post activity to support their writing. Examples should be utilized in such a way to describe how errors in classification could be made (as they may have done) if you weren't to look for the existence of ALL seven characteristics.

Text under Discussion	Directions for Teachers/Guiding Questions for Students
What is Life? It's not too difficult to tell that some things are alive. Dogs chasing tennis balls are alive. Birds chattering in a hawthorn tree are alive. Minnows swimming around the plants in a pond are alive. In fact, animals are the first things we learn to recognize as living. Things that are alive, like the animals described above, are called **organisms**. Any living thing is an organism. But not all organisms are animals. Plants are organisms, too. In the scenes above, the berry tree is alive, and the water plants in the pond are alive. It's not always so easy to tell that plants are alive, because they don't do some of the things we think about when we think about life. Plants don't move around, breathe, eat or make sounds. Even so, they are alive, and there are ways to figure out that they are alive. **Living, Dead, and Nonliving** One way to look at the question What is Life? Is to think about what makes life come to an end. Every living organism dies after a period of time. An organism is **dead** when it is no longer alive. A fish out of water will die after a short period of time. The fish is still there, it is still made out of the same materials, and it still looks the same as it did when it was living in the water, but it is no longer alive. And this is important—something can only be dead if it once lived. A rock can never be dead because a rock was never alive. We describe the rock as **nonliving**. Living organisms can be described in terms of two sets of	1. **Students complete pre-activity.** (5 min) 2. **Introduce the text and ask students to read independently.** (15 min) Other than giving a quick review of content words students would likely not be able to define from context (underlined in the text), avoid giving any background context or instructional guidance at the outset of the lesson while students are reading the text silently. This forces students to rely exclusively on the text. Discuss how the author has organized information utilizing subheadings pointing out that this is common in informative texts. **3. Read the passage aloud as students follow along.** (10 min) Asking students to listen to the text exposes students a second time to the passage. Speaking clearly and carefully will allow students to follow along and reading out loud with students following along improves fluency. Accurate and skillful modeling of the reading provides students with accurate pronunciation and patterns of English. **4. Guide discussion of the text with a series of specific text-dependent questions and tasks.** (50 min) As students move through these questions, be sure to check for and reinforce their understanding of academic vocabulary in the corresponding text (which will be **boldfaced** the first time it appears in the text). At times, the questions provided here may focus on academic vocabulary. **(Q1) Ask students to define organism.**

characteristics. One is the **needs** or **requirement** that all organisms have to satisfy to stay alive. The second is the **functions** that all organisms do.

What do living organisms need?

What do you need to stay alive? It has been said that a person can live 5 minutes without air, 5 days without water, and 5 weeks without food. People need air, water, and food to stay alive.

You breathe air to stay alive. When you breathe in, you bring oxygen into your lungs, where it dissolves into your blood. When you breathe out, carbon dioxide, carbon monoxide, and other waste gases leave your body and go into the air. The process of moving gases into and out of your body is **gas exchange.** Birds do it, bees do it, and lizards, fish, baboons, stink bugs, and trees do it. All living organisms engage in gas exchange, and the most common gases involved are oxygen and carbon dioxide.

You drink **water** to stay alive. Even if you don't actually drink pure water, there is water in the fruit, vegetables, soft drinks, milk, and everything else you eat and drink. Water is essential for life as we know it on Earth. It's just that simple: all living organism need water.

You eat food to stay alive. Food contains energy. Energy is required to make things happen. You can't move, breather, see, hear, think or do anything else without energy. All living organisms **use energy** to live.

The process of living produces by products that are of no use to organism. In fact, many by products are dangerous to the

It is important for students to understand that organisms are not just animals and that any living thing is an organism. This will lay the ground work for future discussions.

(Q2) Ask students to differentiate between dead versus nonliving.

Students need to understand that something needs to have been alive at one time in order to have died and become dead. This will be very important to the understanding of nonliving. Nonliving things were never alive. This will also aid in the understanding of dormant in a later discussion.

(Q3)Ask students to turn to a partner and discuss what is meant by a "need" emphasize the difference of a "want". In pairs students should be instructed to list several examples of needs NOT to be exclusive of science and biological needs. Cross-curricular examples will be beneficial to discussion. Ask students to share their lists with another pair, discussing all examples. It will be determined that some of their "needs" are actually "wants".

(Q4)Ask students to demonstrate the relationship between a "structure" and its "function". Most students will choose to utilize human body parts. Encourage them to utilize less visible examples such as organs and internal structures. Cross-curricular examples at this time would also be beneficial to demonstrate that many nonliving objects have a function as well. This will be pertinent to their understanding that a "thing" must have all seven characteristics of living to be classified as a living organism.

Sidebar: Students need to create their foldable at this time if they haven't already done so. Pass out the attached template for students to make the foldable they will utilize

organism if they are allowed to build up. For this reason it is necessary for organisms to get rid of waste products. These might be gases, liquids, or solids. All living organisms **eliminate waste.**

These four basic needs are common to all living organisms: the need for gas exchange, the need for water, the need for energy, and the need to eliminate waste.

What do living organisms do?

Once an organism's basic needs are met, it gets on with the process of life. One of the universal truths is that everything has to be somewhere. That somewhere for an organism is its environment.

People live in towns and go to stores and school, ride in vehicles, shop, read, watch TV, eat, and millions of other things. The human environment can be colorful and complex. Fish live in oceanic environments, scorpions live in desert environments, maple trees live in forest environments, and so on. When things happen in the environment organisms respond. All organisms **respond to the environment**.

The ocean fish swims away when the sea lion comes by, the scorpion scurries under a rock when the Sun heats up the ground, and the maple tree's leaves turn red and fall off in the autumn. These are all responses to the environment.

When organisms start life, they are small. As time passes, they get bigger. Increase in size is called growth. The **chemical building blocks** for growth come from food and from the environment in the form of minerals. All organisms **grow.**

to organize the information for the next text-based response.
Is it Alive Foldable.docx or PCF-Mini Book Template.ppt or

http://www.livebinders.com/play/play/238188 then click mini book if you lose the attachment.

(Q5) Ask students to work with a partner to identify the seven characteristics of living as discussed by the author and write each characteristic on a different page of their foldable IN ORDER under the correct heading of Needs or Do. Students should describe each of the characteristics and write the description on the foldable as they go. (30 min)

(Q6) What is meant by the phrase "respond to the environment"? Give an example from the text to support your answer.

(Q7) What is meant by the term "chemical building blocks" and how does it relate to living organisms?

(Q8)What does the author mean by the following sentence: *"That's not to say every individual organism will reproduce, but every population of organisms reproduces to keep the species going."*

Organisms don't live forever. Some live a short time and some live a long time, but eventually every individual will die. To make sure that the species doesn't become extinct, living organisms make new organisms of their kind. Even though the ways that different kinds of organisms do it **vary dramatically**, all living organism **reproduce.** That's not to say every individual organism will reproduce, but every population of organisms reproduces to keep the species going.

All organisms do three things: they respond to the environment, they grow, and they reproduce. Anything that does not have the ability to do all three of these things is not an organism.

There is actually one more characteristic common to all living organisms. That characteristic is not discussed in this article, but will be introduced in the near future. Can you think what that characteristic might be? It's true of you, it's true of turtles and beetles, it's true of elm trees and mosses, and of all the tiny living organisms too small to see with the naked eye.

Sometimes it is difficult to decide if something is alive. A car driving down the road exchanges gases, and a washing machine needs water. A burning candle uses energy, and a fire gives off waste. A smoke alarm responds to the environment, clouds grow, and the Mint reproduces new dollar bills all the time.

One characteristic, or even three or four, does not qualify an object to join the ranks of the living. In order to qualify as a living organism an object must pass all seven tests.

(Q9)Why is a car moving down the road, exchanging gases, not a living thing? Remember to support your answer with details from the text. Students should discuss that an object must have all seven characteristics of living to be classified as a living thing.

(Q10)Utilizing your foldable as an organizer, summarize the article highlighting key ideas and including supporting details.

(Q11) Revisit your pre-activity. Discuss with a partner how you classified the objects on the chart. Reclassify them based on the information included in this article. Which ones did you change? Why?

3. **Type of writing: Persuasive Essay**- select one of the following prompts to respond to.

a. Your science partner insists "*that fire is a living organism because it responds to its environment and uses energy while getting larger as it burns across a field"*. Utilizing the information contained in this article, develop an argument to support your opposing position and persuade your partner that fire is definitely not alive.

b. Your little brother/sister/cousin comes home from school after studying weather in first grade. They spend a great deal of time explaining to you that they think "*clouds are living things because they respond to their environment by moving and changing shape, and they need water to form*." Utilizing the information contained in this article, develop an argument to persuade your little brother/sister/cousin that even though clouds move and need water they are definitely not alive. Remember to access information throughout the text and cite several examples to support your reasoning.

Answer:

Students should persuade the reader that neither the fire nor the clouds are living organisms even though they seem to fulfill two of the characteristics of living organisms because an object must fulfill all seven of the characteristics to be classified as living. Students should list, describe and cite examples for each of the seven characteristics as part of their argument/persuasion.

ELA CCSS Writing Standards: College and Career Readiness (CCR) Anchor Standard 1:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
f. Provide a concluding statement or section that follows from the information or explanation presented.

Extension Activities:

(a) Students develop a poster to access during a presentation to explain the characteristics of living organisms to student peers.

(b)Student groups select one characteristic of all living organisms and thoroughly develop a visual explanation with examples utilizing poster, PowerPoint, etc. to be utilized during a class discussion and presentation. Student groups then explain their "project" to the class. This activity would serve as a great review of the concept read about in this article.

Fire; Living or Non-living?

Do you think fire is living or non-living? People sometimes think fire is living because it consumes and uses energy, requires oxygen, and moves through the environment. Fire is actually non-living. A reason why is it cannot eat or breath. Fire can spread quickly and burn.

The reason fire is non-living is because it does not have the eight characteristics of life. Also, fire is not made of cells. All living organisms are made of cells.

Although fire needs oxygen to burn, this does not mean it is living. A fire can show qualities of animals. They use oxygen and produce carbon dioxide. Fire does the same thing, but it has no body or has no structured cell system.

People think fire is living because it moves and needs oxygen. Also, it is able to spread across the ground. It takes in materials like wood and turns them into ash and other things. It also needs oxygen as though it were breathing. However, fire is not alive.

Living things require water to live and grow. On the contrary, water kills a fire. Fire requires oxygen and material and gas exchange to live. Water is the one thing that would make a fire die. However, for a true living organism water is one of the most necessary requirements of life.

So now do you think fire is non-living? I do because it doesn't have the eight characteristics of life. Also, it doesn't have cells and now you know that all living organisms need cells to live. And I do know it consumes and uses energy. However, it is still not alive.

This was scored a 1

Fire Isn't Living!

My science partner in class today said, "Fire is a living organism because it responds to its environment and uses energy while it burns across a field." Boy was he wrong. I laughed my head off for 20 minutes until my teacher gave me a biff form. A fire cannot be living for many reasons, like they are not made of cells. My science partner is a water freak so it may be hard to convince him a fire is non-loving. But I am going to try it anyway. Can you help me persuade him? Thanks.

So to get started, let's tell him the 8 characteristics of life: gas exchange, need for water, uses energy, eliminates waste, respond to the environment, grow, reproduce, and is made of cells. A fire has no characteristics of life. Most people can argue till their face turns red that a fire has characteristics of life. But this won't satisfy my partner so we have to keep writing.

The first major point that a fire is not living is that a fire is not made up of cells. A fire is combustion of gases. No, not the kind of gas you are thinking! This is a different kind of gas, more like carbon dioxide or oxygen. So gases are not made of cells and since fire is made of gases, a fire is not made of cells.

The other big point that fire is non-living is the relationship to water. A living organism needs water to survive. As we all know, a fire goes out when water is poured on it. Oxygen fuels a fire and will make it bigger. A fire does not need water to survive, so technically speaking, makes it non-living.

Now I think my partner will believe me! You know what? I'm going to talk to him right now. Guess what? He believed me, but now he has brought up the clouds!!!

This was scored a 2

Fire….A Living Thing?

My partner, Amy and I were in science when she told me a very silly theory. She tried to tell me that fire was living…….what!! She explained that fire was living because it was able to move in response to its environment and because it's able to grow. I guess she really hasn't paid much attention in science class.

I explained to Amy that she wasn't correct. First I told her that for it to be alive it would actually have to grow and reproduce. I know that because I read in the article, *Life on Earth* that "*all living organisms reproduce and that organisms reproduce to keep the species going*." Does fire grow or reproduce? No! Fire only spreads, that is not reproducing or growing.

Fire also doesn't eliminate waste. I know that because fire doesn't let go any solids, liquids or gases. Every living organism needs to eliminate waste to be able to live. The article states, *"All living organisms eliminate waste"* and "*it is necessary for living organisms to get rid of waste products."* Fire only burns the wood leaving ash. This isn't getting rid of waste. Some people would say that fire actually makes waste!

Fire also does not use energy or need it to stay alive. All living organism do have to have energy to stay alive. Fires use wood to stay lit, but the wood is not eaten to obtain energy! It is burned. I know that organisms need energy to stay alive because in the article it states that "all living organisms use energy to live". It also states that *"you can't move, breathe, see, hear, think or do anything else without energy."* That proves that fire is not alive because a fire cannot see, hear, or think!

Another characteristic of living organisms is that they need water! I think everyone would agree that a fire doesn't need water to survive! Water would put a fire out.

My explanation finally got through to Amy. She realized she made a mistake and misunderstood what the teacher was saying. She now knows that being alive means you have all eight characteristics of life and how you can tell if something is or is not alive. I hope she begins to pay attention in science class or I might have to get a new partner!

This was scored a 3

Argumentation/Opinion Text-Based Writing Rubric

Grade 7

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 × ___ = ___	The writing – ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources*	The writing – ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 × ___ = ___	The writing – ▪ addresses all aspects of the writing task with a tightly focused response ▪ establishes the significance of a claim or proposal ▪ distinguishes the claim from alternate or opposing claims ▪ skillfully supports claim(s) with logical reasoning and effective and relevant evidence	The writing – ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ acknowledges alternate or opposing claims ▪ supports claim(s) with logical reasoning and sufficient and relevant evidence	The writing – ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with logical reasoning and sufficient and relevant evidence	The writing – ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant
Organization 2 × ___ = ___	The writing – ▪ effectively introduces the claim(s) ▪ organizes the reasons and evidence logically in a manner that supports the writing task ▪ effectively uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented	The writing – ▪ introduces the claim(s) ▪ organizes the reasons and evidence logically ▪ uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides a concluding statement or section that follows from and supports the argument presented	The writing – ▪ introduces the claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides a sense of closure	The writing – ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions **1 × ___ = ___**	The writing – ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors*	The writing – ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors*

* If applicable