



Reading - Analyzing Information : Seedfolks by Paul Fleischman

Teacher Name: **Barmen**

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CATEGORY	4	3	2	1
First Person Point of View	First person point of view is clear throughout the entire chapter.	There are a 1-2 moments when first person is unclear.	There are 3-5 moments when first person is unclear.	First person point of view is not used.
Characterization	Character is clearly and uniquely created through their words and actions. Background and food traditions are explained in a clear and creative way. At least 6 word phrases are used to describe and explain.	Character, family background, and food traditions are somewhat lacking development. At least 4 word phrases are used to describe and explain.	Character, family background, and food traditions are lacking development. At least 2 word phrases are used to describe and explain.	No development of character, family background, and food traditions are apparent. There are no word phrases used to describe and explain.
Cause and Effect	The cause and effect of involvement in the garden are clearly and creatively explained.	The cause and/or effect of involvement in the garden are explained, but not completely understood.	The cause OR effect of involvement in the garden are missing.	The cause AND effect of involvement in the garden are missing.
Writing Conventions (COPS)	Fewer than 2 grammar and convention mistakes. Check for COPS: capitalization, organization, punctuation, spelling	Some (3-5) grammar and convention mistakes (COPS).	Many (6-10) grammar and convention mistakes (COPS)	Grammar and convention mistakes are so abundant that it distracts the reader from enjoying the story.



Rubric For Seedfolks

RJ Alexander



Rubric For Seedfolks:

Seedfolks - Literature Kit Gr. 5-6 Chad Ibbotson, 2020-06-16 Strangers become a community in this heartwarming story about overcoming prejudices and finding a common ground The vocabulary lists and quizzes create a complete resource that saves time while preparing these lessons Students make predictions on how certain characters might be connected to each other Analyze Leona s comments about her experience dealing with officials to characterize her feelings towards them Answer multiple choice questions about Virgil s relationship with his father Students explore Sae Young s actions when the thunderstorm fills the rain collection barrels and relates this back to the themes of the book Imagine being Virgil s father and create a business plan for the baby lettuce idea Detail how the setting of the book evolves with the characters in a transformation graphic organizer Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Seedfolks follows the intertwining stories of several neighbors as they break down barriers and form a community A vacant lot in Cleveland Ohio is not the perfect spot for Kim to plant her lima beans It s too cold and there s not very much sun She does this anyways in honor of her father Little does she know that this action will intrigue the neighbors she knows only as strangers and cause a ripple effect throughout the neighborhood Each chapter follows a different neighbor and their personal journey that brought them to this vacant lot People of varying ages genders races and religions come together with a shared goal of growing their item of choice Some want to start a business while others want to win back a lost love The garden blooms from a segregated group of individual plots into a real community as peoples guards are lowered and they begin to really know one another When the season ends only time will tell whether this new community will thrive

Parallel Curriculum Units for Language Arts, Grades 6-12

Jeanne H. Purcell, Jann H. Leppien, 2009-08-25 The Parallel Curriculum Model PCM holds the power to help students and teachers see the whole of what they are learning We invite practitioners to read more about this model and join us on a professional journey that we believe will yield that joy and wisdom that comes from seeing the whole To address the varying needs of teachers across the K 12 grade span as well as different content areas we decided to create a series of curriculum units based on PCM that could be used by practitioners It is our hope that the lessons not only underscore important and discipline specific content but also illuminate the four parallels in unique and enduring ways From the Introduction Design exemplary language arts lessons based on the Parallel Curriculum Model Want to create rigorous learning opportunities for students in language arts based on a deeper understanding of pedagogy and curriculum design As demonstrated in the best selling book The Parallel Curriculum the Parallel Curriculum Model PCM allows teachers to determine student performance levels and design intellectual challenges that help students develop expertise in specific subject areas Parallel Curriculum Units for Language Arts Grades 6 12 provides sample language arts units written by practicing teachers to demonstrate what high quality curriculum looks like within a PCM framework Covering a variety of topics including narrative voice literary

criticism and writing original pieces these field tested units each contain Teacher rationales explaining the unit design Connections to concepts skills and national or state standards Step by step directions for delivering the lessons and unit Modification strategies assessments and reproducibles Use these examples to design your own units and deepen your understanding of how the PCM framework helps tailor curriculum to the abilities interests and learning preferences of each learner Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 Seeing the Spectrum

Robert Rozema,2018 With 1 in 59 children being diagnosed with Autism Spectrum Disorder ASD odds are that students on the spectrum will be in many classrooms across every subject area Seeing the Spectrum argues that secondary English teachers are uniquely equipped to prepare students with autism for future success both in school and in life Writing for preservice and current English language arts teachers Robert Rozema offers practical evidenced based strategies for teaching literature informational texts writing and communication to students on the spectrum These strategies are appropriate for inclusive classrooms with both neurotypical students and students with autism The final chapter includes a complete unit plan on Of Mice and Men illustrating how curriculum focused on commonly taught literary works can be reimaged to accommodate the needs and draw on the strengths of students on the spectrum I appreciate this book I appreciate the gift Robert Rozema has given me My thinking and teaching will now be more diverse more consciously competent more compassionate and therefore more vital From the Foreword by Jeffrey D Wilhelm distinguished professor of English Education Boise State University and author of You Gotta BE the Book Seeing the Spectrum examines real young people and daily classroom interactions to help teachers better understand the mental and emotional processing of their autistic spectrum students and devise assignments to scaffold their success Rozema knows what matters in English reading literature developing empathy understanding complex ideas and interpersonal relationships writing to express complicated ideas The diverse tools strategies and ideas he describes foster inclusiveness compassion and success for all students Allen Webb professor of English Western Michigan University **Enriching Your Math Curriculum** Lainie Schuster,2010

Presents practices and routines designed to support and nourish teachers as they prepare and present a meaningful year of mathematics instruction for fifth grade mathematicians Offers activities lessons and narration that can be easily adapted or adjusted to fit the particular needs of the students or the requirements of a prescribed curriculum **Essential Questions**

in Adolescent Literacy Jill Lewis,2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5 12 These lively dialogues tackle key questions in adolescent literacy including issues of motivation critical thinking skills content area writing differentiated instruction assessment English language learning and technology Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities In depth portraits of challenges and successes in the classroom practical instructional

tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers

Brain Friendly School Libraries Judith Anne Sykes, 2005-12-30 This title gives concrete practical examples of how to align school library programs and instructional practice with the six key concepts of brain compatible learning increasing input to the brain increasing experiential data multiple source feedback reducing threat involving students in learning decision making and interdisciplinary unit planning This title *Brain Friendly School Libraries* gives concrete practical examples of how to align school library programs and instructional practice with the six key concepts of brain compatible learning increasing input to the brain increasing experiential data multiple source feedback reducing threat involving students in learning decision making and interdisciplinary unit planning It includes chapters that summarize the current brain research and current thinking about its implication for instructional practice in the school library media center as well as discusses the work of Ellen Langer mindful learning Geoffrey and Renette Caine Bob Sylwester and other major proponents of teaching with the brain in mind

Inside Out & Back Again - Literature Kit Gr. 5-6 Lisa Renaud, 2021-07-22 Discover firsthand what it s like for refugees entering the US in this coming of age story of one girl s struggle to belong This resource has everything you will need in one packet from pre assessment material to comprehension questions incorporating vocabulary Reflect on H s mother s decision of having to choose a different country to live in Put the events that describe H s first day of school in the order that they occur Describe what Miss Scott shows to the class and how H reacts to it Predict whether the family will learn what happened to their father Put yourself in H s shoes and imagine what you would wish for during T t Explore the concept of language and how difficult it can be to learn by researching common idioms used in your language Aligned to your State Standards and written to Bloom s Taxonomy our worksheets incorporate a variety of scaffolding strategies along with additional crossword word search comprehension quiz and answer key About the Novel *Inside Out Back Again* follows 10 year old H and her family as they struggle as refugees in 1970 s America The story begins in 1975 Saigon H s father has been missing for years since leaving to fight in the war of Vietnam The war is now over and the Americans are leaving Communists from the North threaten the family s safety and freedom They come to the hard decision of leaving their beloved home to seek shelter elsewhere They settle on America and with the sponsorship of a kind cowboy the family start their new home in Alabama Their struggles don t stop there however Their first task is to learn English H struggles with this as she enters school in America She is met with bullies and miscommunication in language and culture With the help of a kind neighbor H quickly learns how to survive in her new home She begins to make friends at school and her family begin to prosper as well The day comes when the family must make the difficult decision regarding her father but nothing will stop them from making the most of their new lives in America

The House on Mango Street - Literature Kit Gr. 7-8 Taryn McKenna, 2021-06-29 Experience the discrimination of race gender and class felt by one girl in this coming of age story The layout and variety of activities in this resource will keep students engaged and involved in the reading Use metaphors and

figurative language to describe things that bring comfort much like Esperanza's thoughts on her mother's hair Describe Nenny's personality based on what's been revealed in previous chapters Put events surrounding Esperanza's poetry writing in the order as they occur in the chapter Explain why the author might choose specific spelling as a plot device Choose words that mean the same as the vocabulary word found in the reading Write your own persuasive argument similar to Esperanza's argument for eating at school Record the symbolism of shoes used throughout the novel by detailing their use on a flowchart Aligned to your State Standards and written to Bloom's Taxonomy our worksheets incorporate a variety of scaffolding strategies along with additional crossword word search comprehension quiz and answer key About the Novel The House on Mango Street follows Esperanza Cordero as she tells stories from her childhood living on Mango Street in a series of vignettes Esperanza is a young Latina girl living in a mostly Hispanic neighborhood in Chicago She is not happy with her home on Mango Street Her neighborhood is poor and the people that live within it are treated like second class citizens Esperanza experiences a lot of hardships growing up from discrimination against her race to men abusing their wives Esperanza witnesses all this in her neighborhood and vows to make a better future for herself The House on Mango Street is a coming of age story that explores tough topics that force a young girl to grow up quickly *Engaging in Culturally Relevant Math Tasks, K-5* Lou Edward Matthews, Shelly M. Jones, Yolanda A. Parker, 2022-03-02 This book is designed as a primary resource for educators engaging in mathematics task adoption design planning and implementation in ways that have potential to engage inspire and empower K-5 children The goal is to offer a practical and inspirational approach to culturally relevant mathematics instruction in the form of intensive in the moment guidance and practical classroom tools to meet teachers where they are and help grow their practice day by day This book focuses on research based and learner centered teaching practices to help students develop deep conceptual understanding procedural knowledge and fluency and application in all mathematical content in grades K-5 **Concept-Based Curriculum and Instruction for the Thinking Classroom** H. Lynn Erickson, Lois A. Lanning, Rachel French, 2017-02-02 Think Beyond the Facts Knowing the facts is not enough If we want students to develop intellectually creatively problem solve and grapple with complexity the key is in conceptual understanding A Concept Based curriculum recaptures students innate curiosity about the world and provides the thrilling feeling of engaging one's mind This updated edition introduces the newest thought leadership in Concept Based Curriculum and Instruction Educators will learn how to Meet the demands of rigorous academic standards Use the Structure of Knowledge and Process when designing disciplinary units Engage students in inquiry through inductive teaching Identify conceptual lenses and craft quality generalizations Explore deeper levels of learning and become a Master Concept Based Teacher This book is smart wise and energizing It honors the disciplines we teach by reminding us of their inherent meaning It honors teachers with the belief that they grow as human beings through understanding the power of what they teach It honors students by expecting them to become thinkers capable of reasoned stewardship of the world they live in and will

inherit Carol Ann Tomlinson William Clay Parrish Jr Professor University of Virginia Curry School of Education As factual and procedural knowledge are a click away education needs to foster contextualization and higher order thinking through a focus on transferable conceptual understandings This essential book translates the needed sophistication of concept based learning into actionable classroom practices Charles Fadel Author of Four Dimensional Education and 21st Century Skills Founder Center for Curriculum Redesign Visiting Scholar Harvard Graduate School of Education

The English Teacher's Companion Jim Burke, 2003 This book covers the entire English curriculum from basic reading and writing to digital literacy media literacy and integrated instruction

The ESL / ELL Teacher's Survival Guide Larry Ferlazzo, Katie Hull Sypniewski, 2012-08-07 A much needed resource for teaching English to all learners The number of English language learners in U S schools is projected to grow to twenty five percent by 2025 Most teachers have English learners in their classrooms from kindergarten through college The ESL ELL Teacher's Survival Guide offers educators practical strategies for setting up an ESL friendly classroom motivating and interacting with students communicating with parents of English learners and navigating the challenges inherent in teaching ESL students Provides research based instructional techniques which have proven effective with English learners at all proficiency levels Offers thematic units complete with reproducible forms and worksheets sample lesson plans and sample student assignments The book's ESL lessons connect to core standards and technology applications This hands on resource will give all teachers at all levels the information they need to be effective ESL instructors

How to Reach and Teach All Children Through Balanced Literacy Sandra F. Rief, Julie A. Heimburger, 2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3-8 The balanced literacy method combines the best practices of phonics and other skill based language instruction with the holistic literature based approach in order to help you teach reading writing and speaking in a clear and approachable format This dynamic resource offers an easily accessible research based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F Rief and Julie A Heimburger The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost The book can be used across content areas and is filled with reproducible worksheets activities and other handy classroom tools Some topics covered include Shared book experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology

Teaching Writing Gail E. Tompkins, 2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K-8 the only title on the market to thoroughly address both the process and the product of writing Covers strategies for teaching prewriting drafting revising editing and publishing through writing workshops literature focus units and thematic units techniques for helping children develop ideas organize writing choose vocabulary apply stylistic

devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing Addressing Process and Product NEW A Writing Workshop CD now included in every copy of the book gives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product Meeting Individual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning for Accountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and outlining possible pitfalls writers may face when writing in this specific genre **Instructor** ,2008 On the Same Page Janet Allen,2002 Maya Angelou says Words mean more than what is set down on paper It takes the human voice to infuse them with the shades of deeper meaning On the Same Page celebrates the use of our voices in shared reading with students to help them gain deeper understanding of the texts we read If you have enjoyed the increased engagement and motivation that accompany reading with your students and wondered how to extend those benefits throughout the day this book offers support for using this approach as a foundation for learning across content areas On the Same Page explores the use of shared reading as an instructional approach for readers and writers at all levels of language proficiency Janet Allen provides research resources practical ideas and strategies for building from shared reading to increase students literate experiences in a variety of curricular and instructional areas strategic reading and comprehension building background knowledge for content literacy personal academic and public writing transitions to independent reading community knowledge and literature circles increased vocabulary modeled fluency On the Same Page is enriched with a wide range of student work as well as extensive appendices of additional resources graphic organizers suggested reading lists and teaching guides for implementation of shared reading in your classroom Novel Unit for Seedfolks Middle School Novel Units Inc.,2014-05-13 This is a combined literature and grammar unit that contains everything you need to teach the novel and more Included in the unit are pre reading active reading and post reading activities with grammar lessons literary activities a literary terms matching quiz a final essay test with grading rubric and other activities just for fun English Journal ,2002 Conversations Regie Routman,2000 In this long awaited volume Regie Routman continues the discussion she began in the best selling Invitations and further explores the full universe of an effective language arts and literacy program across the curriculum

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