

# 4<sup>th</sup> Grade Reading Journal Rubric

Student name \_\_\_\_\_ Date \_\_\_\_\_

Reading Expectations	No Evidence 2	Poor 3	Satisfactory 4	Excellent 5
<b>Structure</b> <ul style="list-style-type: none"> <li>• Date</li> <li>• Book Title – underlined</li> <li>• Restates Prompt</li> <li>• Uses prompt more effectively</li> </ul>	No use of structure	Uses one or two points of structure	Uses three points of structure	Uses all four points of structure
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Uses in class vocabulary</li> <li>• Uses new words from the text and units of study</li> </ul>	Uses no new words from the text	Uses some new words in writing	Uses words from the text or words from the unit in writing	Uses both words from the text and the unit of study in writing
Reading Expectations	No Evidence 4	Poor 5	Satisfactory 6	Excellent 10
<b>Quality of Writing</b> <ul style="list-style-type: none"> <li>• Clear and thoughtful</li> <li>• Uses evidence from the text to back up ideas</li> <li>• Shows understanding of the text</li> <li>• Thinks beyond the text</li> <li>• Evaluates, synthesizes, and analyzes text, ideas, themes, issues, author's purpose</li> <li>• Demonstrates understanding of inferences</li> </ul>	Blank entries No evidence from text Weak understanding of text No connection to inferences	Scattered thinking Limited use of evidence from text Limited response Limited connection to inferences	Writing is mostly clear and thoughtful Uses some evidence from the text Communicates ideas, shows understanding of text Connects to inferences	Writing has a clear purpose Uses accurate evidence from text Thinks beyond the text to a wider or deeper understanding of text Makes strong connections, develops ideas and has multi-dimensional understanding of text Evidence of applying understanding from inferences
Writing Expectations	No Evidence 2	Poor 3	Satisfactory 4	Excellent 5
<b>Mechanics</b> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Grade appropriate spelling</li> <li>• Paragraphing</li> <li>• Quotations around evidence from book</li> </ul>	No use of mechanics	Use of one or two points of mechanics	Use of three or four points of mechanics	Excellent use of all mechanics
<b>Handwriting</b>	<b>Legible</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Excellent</b>

Reading Grade \_\_\_\_/20 Writing Mechanics \_\_\_\_/5 Handwriting \_\_\_\_/5

# Reading Journal Rubric Grade

**Laura Robb**



## Reading Journal Rubric Grade :

40 Rubrics & Checklists Adele Fiderer,1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout Bridging the Literacy Achievement Gap, Grades 4-12 Dorothy S. Strickland, Donna E. Alvermann,2004-05-26 This book addresses critical issues related to pre adolescent and adolescent literacy learners with a focus on closing the achievement gap Despite efforts by educators and policymakers during the past several decades certain groups of students primarily African American students English language learners and students from low income homes continue to underperform on commonly used measures of academic achievement Too often teachers and administrators lack both proper preparation and good ideas to confront these issues

**52 Fabulous Discussion-Prompt Cards for Reading Groups** Laura Robb,2001-04 Instantly stimulate meaningful discussions reinforce story elements and get kids really talking and thinking about what they ve read

**Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources *It's a Fact! Developing Non-Fiction Reading Comprehension Skills Gr. 1-3* Eleanor M. Summers,2010 Revisiting the Reading Workshop Barbara Orehovec, Marybeth Alley,2003 Strategies and activities to develop an effective reading workshop program *Anti-Racist Teaching* Robert P. Amico,2015-12-03 Antiracist Teaching is about awakening students to their own humanity In order to teach about this awakening one must be in the process of awakening oneself The author shares personal anecdotes to illustrate the kinds of changes he experienced as a result of his antiracist teaching His book explores the questions Why is teaching about racism and white privilege to white students so difficult and What can educators do to become more effective antiracist teachers for all of their students Amico examines the cognitive and emotive obstacles that students experience in the classroom and argues that understanding these difficulties can lead to their resolution He considers a variety of different approaches to antiracist teaching and endorses a dialogic approach Dialogue is the centerpiece of students classroom experiences students engage in dialogue at nearly every class meeting The dialogic approach is effective in a variety of different learning settings from K 12 classrooms trainings retreats workshops and community organizations to the college classroom Further the book discusses how to bring antiracist teaching into the core

of university curricula      **Assessing Readers** Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of *Assessing Readers* continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books *Changes in the Second Edition* Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons      **Rethinking Letter Grades** Caren Cameron, Kathleen Gregory, 2014-10-21 Authors Caren Cameron and Kathleen Gregory offer a practical five step process for arriving at letter grades that moves away from collecting a string of marks and calculating a grade They offer an alternative assessment method by examining a wide variety of assessment tools rating scales scoring keys rubrics test scores observation records discussion notes symbols portfolio collections and more and match the student evidence with a description of achievement      **Notebook Connections** Aimee Elizabeth Buckner, 2009 In *Notebook Know How* Aimee Buckner demonstrated the power of notebooks to spark and capture students ideas in the writing workshop In *Notebook Connections* she turns her focus to the reading workshop showing how to transform those couch potato readers into deep thinkers Buckner s fourth grade students use reader s notebooks as a place to document their thinking and growth to support their thinking for group discussions and to explore their own ideas about a text without every entry being judged as evidence of their reading progress Buckner describes her model as flexible enough for students to respond in a variety of ways yet structured enough to provide explicit instruction      *Using Technology to Enhance Reading* Timothy V. Rasinski, Kristine E. Pytash, 2015-04-02 Enhance students reading abilities with technology Discover how technological resources can improve the effectiveness and breadth of reading instruction to build student knowledge Read real world accounts from literacy experts and learn how their methods can be adapted for your classroom Explore how to foster improvement in student learning using a variety of tools including interactive whiteboards tablets and social media applications      *Visible Learning into Action* John Hattie, Deb Masters, Kate Birch, 2015-10-30 Recently at the Visible Learning Conference Professor John Hattie stood up in his opening address and said I m looking at you all and thinking What if I got this wrong I feel the same way when educators ask

to visit and I always end up in the same place that Keilor Views is a living breathing example that he didn't Charles Branciforte Principal of Keilor Views Primary School Melbourne Australia Visible Learning into Action takes the next step in the evolving Visible Learning story It translates one of the biggest and most critically acclaimed education research projects ever undertaken into case studies of actual success stories implementing John Hattie's ideas in the classrooms of schools all around the world The evidenced case studies presented in this book describe the Visible Learning journeys of fifteen schools from Australia USA Hong Kong UK Sweden New Zealand and Norway and are representative of the VL international community of schools in their quest to ensure all of their students exceed their potential for academic success Each school's story will inform and inspire bringing to life the discussions actions and reflections from leaders teachers students and families This book features extensive interactive appendices containing study guide questions to encourage critical thinking annotated endnotes with recommendations for further reading and links to YouTube and relevant websites Drawing on the latest research into the major principles and strategies of learning this essential resource is structured into five parts Know thy impact Effective feedback Visible learners Inspired and passionate teachers The Visible Learning School Visible Learning into Action is aimed at any student teacher or parent requiring an up to date commentary on how research into human learning processes can inform our teaching and what goes on in our schools

**Literacy Instruction with Disciplinary Texts** William E. Lewis, John Z. Strong, 2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size

**Improving Learning Through Assessment Rubrics: Student Awareness of What and How They Learn** Gonsalves, Chahna, Pearson, Jayne, 2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university

learning The book also provides a set of theoretical issues methodological elements and practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students Good Choice! Tony Stead,2009 In Good Choice noted author and literacy specialist Tony Stead outlines the components that foster successful independent reading in grades K 6 With examples appropriate to emergent readers in grades K 2 as well as more seasoned readers in grades 3 6 Tony provides a comprehensive plan for integrating independent reading throughout the day He offers systems for organizing the class library and checking books in and out lessons on book selection and responding to text advice on supporting children and parents in home reading guidance on conferring with students and an array of helpful appendix materials including graphic organizers questionnaires and assessment and monitoring rubrics BOOK JACKET Dynamic Physical Education for Secondary School Students Timothy A. Brusseau,Heather Erwin,Paul W. Darst,Robert P. Pangrazi,2020-07-27 Dynamic Physical Education for Secondary School Students DPE has been the go to textbook for preparing future secondary physical educators for more than 30 years Now in its ninth edition this trusted resource has been thoroughly updated to maintain its high quality and continue to meet the needs of preservice and in service teachers in developing curricula that meet SHAPE America physical education standards and grade level outcomes DPE offers the best of both worlds in depth explorations of critical concepts to provide readers the foundational knowledge they need to teach quality physical education combined with a host of ready to use activities The result is a resource that will help preservice physical educators feel confident in the class setting from day one Doctors Timothy Brusseau and Heather Erwin coauthors for the previous edition have taken the helm as lead authors this time Improvements to this new edition include the following Reorganized chapters that provide a clear comprehensive description of effective secondary physical education New chapters on supporting and advocating for physical education including budgeting fundraising facilities and equipment communicating with stakeholders professional development and more and on developing a comprehensive school physical activity program CSPAP Updated chapters on assessment and teaching students with disabilities The Dynamic PE ASAP website which gives teachers access to examples of ready to use activities and complete lesson plans as well as the ability to build their own lesson plans from the provided activities DPE will help current and future educators learn how to promote physical activity throughout the school day and beyond and they will be able to rely on a vast array of evidence based activities and instructional strategies to shape and deliver quality physical education programs The text is organized into four parts with part I exploring the factors involved in designing a quality physical education program Part II delves into how to deliver that program effective instruction classroom management assessment and evaluation inclusion of students with disabilities and more In part III readers investigate administrative issues including safety and liability advocacy and intramurals and sport clubs Part IV offers strategies ideas and examples for a variety of

activities and units including introductory activities nontraditional activities and outdoor and adventure activities This latest edition of DPE features a full color interior for the first time as well as an improved design The book provides many features geared to helping readers get the most out of the content Learning objectives that set the stage for reading the chapter Teaching tips from experienced teachers and teacher educators Review questions to help students learn and prepare for exams Website lists and suggested readings to guide students toward additional helpful content A glossary to help students learn the language of the profession The content is designed to help students prepare for the edTPA which is required in 18 states for PETE graduates before they can receive their teaching license DPE comes with an integrated set of instructional tools including an instructor guide a test package and a presentation package with PowerPoint lecture outlines that include key figures and tables from the book DPE continues to be one of the most widely used and influential secondary physical education texts in the field It helps readers implement current best practices and equips students with the information they need to create engaging and meaningful PE programs

**35 Must-have Assessment and Record-keeping Forms for Reading** Laura Robb, 2001 Reading and writing assessment made easy time saving teacher written forms and rubrics to help you know and evaluate the readers and writers in your classroom

**Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging

them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics     Apprenticeship in Literacy Linda Dorn,Tammy Jones,2023-10-10 Grounded in social and cognitive learning theories the second edition of Apprenticeship in Literacy Transitions Across Reading and Writing K 4 still details the seven principles of apprenticeship learning and helps K 4 teachers implement and assess guided reading assisted writing literature discussion groups word study lessons and literacy centers across an integrated curriculum The new edition also features the following Updated research emphasizing the importance of early reading as a road map for success Information on how behaviors from emergent to fluent align to the Common Core State Standards Dozens of new classroom examples students work photographs transcripts teacher student conferences and reproducible resources Language prompts that promote self regulated learners Schedules for implementing a workshop framework in whole group small group and one to one settings Suggestions for incorporating information texts into a balanced literacy program Stronger emphasis on the importance of the writing process Additional ideas on establishing routines and organizing the classroom The theme of apprenticeship in literacy resonates throughout the book children learn from teachers and teachers learn from one another as they promote children s transfer of knowledge across multiple contexts The final chapter provides real world examples of teachers working together to ensure that all children become literate Since its original publication in 1998 Apprenticeship in Literacy has become a teacher favorite covering all aspects of a balanced literacy program in an integrated manner and showing how all components are differentiated to address the needs of diverse learners An apprenticeship approach to literacy emphasizes the role of the teacher in providing demonstrations engaging children monitoring their understanding providing timely support and ultimately withdrawing that support as the child gains independence     Teaching Readers of English John Hedgcock,Dana R. Ferris,2009-09-10 A comprehensive manual for pre and in service ESL and EFL educators this frontline text balances insights from current reading theory and research with highly practical field tested strategies for teaching and assessing L2 reading in secondary and post secondary contexts Teaching Readers of English provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses selecting curricular materials and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students proficiency achievement and progress in the classroom Pedagogical features in each chapter include questions for reflection further reading and resources reflection and review questions and application activities



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