

Fictional Summary Rubric

CCSS RI.5.2

Qualities of a <u>Fiction</u> Summary	4 - Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Summarizing statement	Includes <u>title</u> , <u>author</u> , and <u>clear</u> understanding of the <u>main idea</u>	Includes <u>title</u> , <u>author</u> , and <u>main idea</u>	Includes at least 2: <u>title</u> , <u>author</u> , and <u>main idea</u>	<u>Missing</u> a summarizing statement
Main Events/Ideas	Includes all components of <u>SWBAT</u> ; <u>elaborates</u> on the main events/ideas	Includes all components of <u>SWBAT</u>	Includes <u>some</u> components of <u>SWBAT</u>	Includes <u>little to no</u> components of <u>SWBAT</u>
Transitions	Includes <u>transitions</u> that <u>connect</u> the summary	Includes <u>transitions</u>	Includes <u>some</u> transitions	<u>Missing</u> transitions
Theme	Includes <u>theme</u> to <u>enrich</u> the conclusion	Includes the <u>theme</u>	Theme is not clearly stated	<u>Missing</u> theme

Informational Summary Rubric

CCSS RI.5.2

Qualities of an <u>Informational</u> Summary	4 - Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Summarizing statement	Includes <u>title</u> , <u>author</u> , and <u>clear</u> understanding of the <u>main idea</u>	Includes <u>title</u> , <u>author</u> , and <u>main idea</u>	Includes at least 2: <u>title</u> , <u>author</u> , and for the <u>main idea</u>	<u>Missing</u> a summarizing statement
Main Events/Ideas	Includes 3 or more facts and supporting details	Includes 3 facts and supporting details	Includes at least 2 facts and supporting details	Includes little to no facts or details
Transitions	Includes transitions that <u>enrich</u> the summary	Includes transitions	Includes <u>some</u> transitions	<u>Missing</u> transitions
Conclusion	Includes a conclusion that <u>clearly</u> restates the <u>main idea</u>	Includes a conclusion that <u>restates</u> the <u>main idea</u>	Includes a conclusion that <u>partially</u> reflects the <u>main idea</u>	<u>Missing</u> a conclusion

Rubric For Key Details Of Fictional Text

Julie A. Taylor



Rubric For Key Details Of Fictional Text:

Non-Fiction Text Structures for Better Comprehension and Response Gail Saunders-Smith, 2009 Non fiction text structures organize information into comprehensible patterns Knowing how to recognize and use these structures to navigate non fiction text greatly improves students understanding of what they read Gail Saunders Smith simplifies the process by providing teachers of grades 4 8 with ways to teach each of the five non fiction text structures compare contrast cause effect sequence procedure question answer and exemplification engaging whole class and small group activities using written verbal image three dimensional and technology responses study skills for locating recording and using information tools for assessing student understanding and explanations of the text features that organize information within the text structures and mini lessons for whole class small group and independent application of students text structure knowledge Examples photographs student samples and graphic organizers support your teaching and a bibliography of professional books and resources for locating leveled non fiction texts make this a complete ready to use guide for improving student comprehension

Early Literacy Matters Carol E. Canady, Robert Lynn Canady, 2020-11-29 Early Literacy Matters is an innovative action guide for elementary school leaders and instructional coaches dedicated to accelerating literacy performance in the early grades when prevention of reading difficulties matters most As a unique father daughter team with combined expertise in literacy education and instructional leadership the authors share best practices for literacy success Readers will learn how to establish and lead a literacy team implement embedded professional development utilize key assessments to frame daily instruction and illustrate specific organizational and scheduling models needed to support systemic change based on the science of reading Each chapter features reflection questions and explicit strategies and tools leaders can implement immediately in today s classrooms

A Guide to Curriculum Mapping Janet A. Hale, 2007-12-13 With imagination and serious reflection the author has generated a detailed resource with exercises worksheets staff development activities and sample maps to assist any staff developer or curriculum designer This book particularly connects to those who are at the beginning levels of their mapping journey From the Foreword by Heidi Hayes Jacobs A step by step guide to successful curriculum mapping initiatives While curriculum mapping is recognized as a highly effective method for serving students ongoing instructional needs and creating systemic change the means for putting this data based decision making process into practice may not always be clearly understood This in depth resource speaks to teachers and administrators with varying levels of curriculum mapping experience and describes how teacher groups drive the process by engaging in collaborative inquiry as they review one another s curriculums for gaps redundancies and new learning The collected data assist in designing month to month instructional plans for all grade levels and subjects resulting in a curriculum that is coherent consistent and aligned with standards Drawing on her experience in working with thousands of educators across the country Janet A Hale offers specific steps for coordinating and sustaining strong mapping efforts that become embedded in school

culture The author explores the stages of contemplating planning and implementing a curriculum mapping initiative and helps the reader examine critical components that affect a learning organization s progress through each phase The book presents powerful tools and features that significantly enhance curriculum mapping efforts Samples of four types of curriculum maps Diary Projected Consensus and Essential Guidelines for deciding what type of map to use to begin the process Assistance for selecting a Web based mapping system Reflective questions at the end of each chapter A complete glossary of terms A Guide to Curriculum Mapping includes extended coverage of the challenges of curriculum mapping offers encouragement and advice from educators who have successfully implemented a mapping initiative and provides the necessary clarity to put curriculum mapping into action **Redesigning Small-Group Reading Instruction** Julie A.

Taylor,2025-04-22 Discover the value of small group reading instruction that accommodates students individual literacy needs Author Julie A Taylor provides lesson plan templates to incorporate small groups into any learning structure Teachers will design laser targeted skills and strategy lessons to create more productive positive and equitable classrooms by ensuring all students are encouraged and able to achieve the integral milestones of reading development K 8 teachers literacy coaches and administrators can use this book to Lead focused small group reading lessons with confidence and competency Implement theoretical reading research into actionable teaching and instructional strategies Promote equitable learning opportunities to effectively address students individual needs Encourage student participation learning and improvement with constructive continuous and corrective feedback Develop well structured reading skills and strategy lessons to facilitate progressive reading development Contents Introduction Chapter 1 Reading Essentials Chapter 2 Preparing to Be a Reader The Pre Alphabetic Phase Chapter 3 Beginning to Read The Partial Alphabetic Phase Chapter 4 Well on Their Way The Full Alphabetic Phase Chapter 5 Turning the Corner The Consolidated Alphabetic Phase Chapter 6 Reaching the Pinnacle The Automatic Reading Phase Epilogue Glossary Appendix A Teacher Resources for the Pre Alphabetic Phase Appendix B Teacher Resources for the Partial Alphabetic Phase Appendix C Teacher Resources for the Full Alphabetic Phase Appendix D Teacher Resources for the Consolidated Alphabetic Phase Appendix E Teacher Resources for the Automatic Phase References and Resources Index Independent Reading Inside the Box, 2nd Edition Lisa Donohue,2015 This thoughtful guide illustrates how students can use a single sheet of paper to track their comprehension and thinking as they read independently

Expanding Reading Comprehension in Grades 3-6 Katherine A. Dougherty Stahl,Georgia Earnest García,2022-03-29 Students in grades 3 6 need to use increasingly sophisticated comprehension skills and strategies as they read and build knowledge across disciplinary content areas Grounded in research this book presents effective practices for integrating literacy instruction with literature science and social studies Chapters address text selection vocabulary development strategy instruction discussion formats writing to express and expand comprehension assessment and more Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout Ideal for preservice and inservice

teachers and professional staff development the book includes classroom vignettes text boxes with easy to read instructional procedures and curriculum resources Helpful reproducible forms can be downloaded and printed in a convenient 8 1/2 x 11 size See also the authors related book on the primary grades Developing Reading Comprehension Effective Instruction for All Students in PreK 2

Teaching Historical Fiction with Ready-Made Literature Circles for Secondary Readers Carianne Bernadowski,Kelly Morgano,2011-10-24 This comprehensive step by step guide provides practical guidance to implement literature circles in any social studies or language arts classroom This book provides a how to guide for a novice or veteran teacher or library media specialist who is interested in implementing literature circles with high interest texts After an introduction that covers the research findings on literature circles and supplies a framework for implementation of literature circles in the classroom and library Teaching Historical Fiction with Ready Made Literature Circles for Secondary Readers presents 14 selected historical fiction titles for grades 7 through 12 that lend themselves perfectly to interdisciplinary teaching Each selection is accompanied by bibliographic information an annotation vocabulary words discussion questions and guided reading questions as well as lessons for before during and after reading The titles included cover many historical time periods and topics that can easily aligned with state and national standards Just as importantly these are texts that a history teacher or literature instructor would find beneficial to use with students

Read, Talk, Write Laura Robb,2016-09-16 Yes we can have our cake and eat it too We can improve students reading and writing performance without sacrificing authenticity In Read Talk Write Laura Robb shows us how First she makes sure students know the basics of six types of talk Next she shares 35 lessons that support rich conversation Finally she includes new pieces by Seymour Simon Kathleen Krull and others so you have texts to use right away Read Talk Write it s a process your students not only can do but one they will love to do

Differentiated Literacy Instruction Sharon Wapole,Michael C. McKenna,Zoi A. Philippakos,John Z. Strong,2017-07-05 C 2 Template for Assessment Data Compilation Form C 3 Literacy Assessment Correlation Chart Author Index Subject Index

Rubrics Germaine L. Taggart,Sandra J. Phifer,Judy A. Nixon,Marilyn Wood,1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics _from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics

Info Tasks for Successful Learning Carol Koechlin,Sandi Zwaan,2001 Contains over fifty activities designed to help students build their reading writing and research skills grouped in the categories of evaluating sorting analyzing and synthesizing and working with information

Middle Schooling Mission Richard Mast,2013-05-07 Middle schooling has been with us for a long time and has yet to be established as an essential

stage in the development of students This book presents a new approach to middle schooling Building on existing practice in middle schooling it establishes a purpose and a set of achievable outcomes for middle school education Instead of being in isolation from primary elementary education it heralds the need to continue consolidate and validate the first stage of the educational process The mission emphasises that students need to be prepared for the full range of expectations of academic learning in the last stage of schooling and beyond

Multidisciplinary Views on Discourse Genre Ninke Stukker, John A. Bateman, Danielle McNamara, Wilbert Spooren, 2024-09-30 This collection sets out an innovative research agenda for advancing a multidisciplinary approach to genre bringing together researchers from a variety of disciplines to enhance our existing understanding of the challenges and opportunities for current and future genre research The volume brings together perspectives from across disciplinary borders including such fields as discourse studies cognitive studies computational discourse analysis and education to advance genre research into new directions as it has historically been studied from a mono disciplinary perspective The book highlights how fruitful a multidisciplinary approach can be in accounting for the dynamic complexity of the discourse genres that underpin daily life exploring six broad themes defining genre stability and variation genre and cognition computational methods language and literacy development and genre education Taken together the volume makes the case for the value of such an approach in better accounting for the conceptual and empirical complexities of genre and in turn serving as a springboard for innovations in genre research This book will be of interest to students and scholars in linguistics discourse studies discourse psychology media studies language and literacy development and education

Inquiry-Based Literature Instruction in the 6-12 Classroom Sean Ruday, Katie Caprino, 2020-12-29 This practical and engaging book will help you learn how to teach literature with an inquiry based approach Inquiry based literature instruction is an effective method to facilitate student engagement motivation and understanding in middle and high school English Language Arts ELA classrooms Easy to implement and adaptable for many types of texts this method encourages students to make authentic connections between texts their lives and real world issues In this classroom ready resource Ruday and Caprino walk through this instructional approach to demonstrate how using essential questions and a variety of texts will engage students in thought provoking inquiry and promote meaningful learning This book features Three inquiry based units applicable for middle and high school ELA and English classrooms A range of models of what inquiry based literature instruction looks like in practice A chapter on culturally responsive teaching and supporting English Language Learners ELLs Guides templates and resource lists to help you plan your own inquiry based literature teaching Throughout the book Ruday and Caprino share a wealth of insights and resources to support you when putting inquiry based instruction into practice

Reading and Writing Instruction for Second- and Third-Grade Classrooms in a PLC at Work® Sarah Gord, Kathryn E. Sheridan, 2020-06-30 Fully prepare students to begin the pivotal transition from learning to read to reading to learn Written for individual teachers and collaborative teams this resource outlines how to craft

instruction to ensure every learner masters literacy expectations in second and third grade Readers will gain a wealth of strategies and practices for designing standards aligned instruction developing quality assessment providing timely interventions and more Use this resource to address specific literacy challenges found within the second and third grade band Understand the role professional learning communities PLCs play in literacy development Learn how teams of teachers can maximize their collective strengths to make profound impacts on student literacy and reading comprehension Obtain instructional strategies and tools such as the pre unit protocol PREP for unpacking and clarifying literacy standards Observe how to collaboratively score quality assessments as a team and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity in grades two and three Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Essential Understandings and Guiding Questions References and Resources Index

Guided Listening Lisa Donohue, 2007 This comprehensive guide offers a framework for using read aloud and other oral language experiences to build reading comprehension skills and help students record share value and interpret ideas These organizational tools free students to listen more attentively organize their responses and watch for subtle clues such as body language that are an important part of listening The book is organized around common reading strategies including making inferences and predictions making connections visualizing asking questions and synthesizing Tools to complement these strategies include reproducible graphic organizers rubrics forms for recording student progress and numerous worksheets

Handbook of Autobiography / Autofiction Martina Wagner-Egelhaaf, 2019-01-29 Autobiographical writings have been a major cultural genre from antiquity to the present time General questions of the literary as e g the relation between literature and reality truth and fiction the dependency of author narrator and figure or issues of individual and cultural styles etc can be studied preeminently in the autobiographical genre Yet the tradition of life writing has in the course of literary history developed manifold types and forms Especially in the globalized age where the media and other technological cultural factors contribute to a rapid transformation of lifestyles autobiographical writing has maintained even enhanced its popularity and importance By conceiving autobiography in a wide sense that includes memoirs diaries self portraits and autofiction as well as media transformations of the genre this three volume handbook offers a comprehensive survey of theoretical approaches systematic aspects and historical developments in an international and interdisciplinary perspective While autobiography is usually considered to be a European tradition

special emphasis is placed on the modes of self representation in non Western cultures and on inter and transcultural perspectives of the genre The individual contributions are closely interconnected by a system of cross references The handbook addresses scholars of cultural and literary studies students as well as non academic readers English T/g Gr7 ,

Build Your Own Information Literate School Carol Koechlin,Sandi Zwaan,2003 Provides strategies for teaching information literacy and assesses how well students can practice what they learn *Principles of Dynamic Pedagogy* Eleanor Armour-Thomas,Edmund W. Gordon,2025-05-02 Principles of Dynamic Pedagogy reinvigorates teachers potential to cultivate meaningful growth in their students by leveraging a more reciprocal interdependent relationship between curriculum instruction assessment and learning The latest findings from cognitive science educational psychology and measurement clinical practice and socio cultural studies offer today s educators a unique opportunity to accommodate the strengths and challenges of diverse learners How does this research synthesize into an iterative pedagogical process that fosters engaged responsive students and facilitates their achievement of learning goals and objectives Principles of Dynamic Pedagogy introduces students faculty and scholars of teacher education to the metacognitive competencies needed to ensure that students acquire revisit and explicitly comprehend their emerging knowledge and skills throughout the lessons of a curriculum unit Driven by the conceptual and empirical foundations of the Dynamic Pedagogy model this book will support current and future educators in consistently guiding their students to recognize apply and improve feedback on using metacognitive and cognitive processes for learning Regardless of domain teachers will be better prepared to manage their classrooms with a coherent approach to decision making adjustments to practice monitoring and feedback assessment design and reflection

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