Rubric for Text Structure and Summarizing Informational Texts

Objective RI5.1	4	3	2	1
Text Structure And Quoting	The student identifies the correct text structure. He or she provides quotes and evidence from the text to back up his or her claim.	The student identifies the correct text structure, but he or she does not use enough quotes to back up his or her claim.	The student may or may not identify the correct text structure. The student has very little evidence to support his or her claim.	The student does not identify the correct text structure, and he or she has no evidence.
Text Tracking/Annotating	The student uses at least 4 different "tracks" throughout the text. The "tracks" are accurate and helpful in understanding the meaning of the text.	The student uses at least 3 different "tracks" throughout the text. The "tracks" are accurate and helpful in understanding the meaning of the text.	The student uses 1-2 different "tracks" throughout the text. The "tracks" may or may not be helpful in understanding the meaning of the text.	The student does not use "tracks."
Summarizing	The student has 3 or 4 summary statements throughout the text. The student is able to combine the statements to come up with a final summary statement.	The student has 2 summary statements throughout the text. The student is able to combine the statements to come up with a final summary statement.	The student has 1 summary statement throughout the text. The student may or may not be able to come up with a final summary statement.	The student did not attempt to come up with a summary statement.

1.) What is the text structure of this informational text? How do you know? Use quotes to support your answer.

2.) Leave tracks throughout the text. How did these tracks help you understand the informational text?

Rubric For Summarizing Text

LL Leslie

Rubric For Summarizing Text:

   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   *Developing Core Literacy Proficiencies, Grade 7* Odell Education,2016-08-08 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6 12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9 12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels   Developing Core Literacy Proficiencies, Grade 11 Odell Education,2016-09-06 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6 12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9 12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic

habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels   *Developing Core Literacy Proficiencies, Grade 6* Odell Education,2016-07-19 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6 12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9 12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed

to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels   *Knowledge-Based Systems, Four-Volume Set* Cornelius T. Leondes,2000-07-11 The design of knowledge systems is finding myriad applications from corporate databases to general decision support in areas as diverse as engineering manufacturing and other industrial processes medicine business and economics In engineering for example knowledge bases can be utilized for reliable electric power system operation In medicine they support complex diagnoses while in business they inform the process of strategic planning Programmed securities trading and the defeat of chess champion Kasparov by IBM s Big Blue are two familiar examples of dedicated knowledge bases in combination with an expert system for decision making With volumes covering Implementation Optimization Computer Techniques and Systems and Applications this comprehensive set constitutes a unique reference source for students practitioners and researchers in computer science engineering and the broad range of applications areas for knowledge based systems   **Inclusion Strategies for Secondary Classrooms** M. C. Gore,2010-04-07 The author provides educators with sixty six keys to help middle and secondary school students with disabilities succeed   **Studies in the Historical Books of the Old Testament** John Adney Emerton,1979   **Speaking of Speaking** Samuel Meier,2014-09-03 Direct speech appears on nearly every page of the Hebrew Bible and the large number of publications on direct discourse in the Bible highlights the importance of the subject for biblical studies However thus far only isolated aspects of the various problems that direct discourse presents have received attention Studies of individual verbs introducing direct discourse such as answer speak say and others are necessarily atomistic even though appropriate in their own right Other markers of direct discourse such as Thus said Yahweh or oracle of Yahweh tend to be treated as theological constructs isolated from the larger issues of direct discourse marking in general Speaking of Speaking aims to enrich the reading of the biblical text by offering a coordinated analysis of all such markers not only in order to consolidate a considerable body of work that is often overlooked by scholars but also to move further toward a synthesis that can permit informed generalizations not possible at the present time The comprehensive index facilitates the use of this book as a valuable reference tool The exegetical literary and theological findings of this book will be of great significance for all levels of research in biblical studies   **Poetry, Knowledge and Community in Late Medieval France** Rebecca Dixon,Finn E. Sinclair,2008 The role of poetry in the transmission and shaping of knowledge in late medieval France Covering the period from the late thirteenth to the early sixteenth century Poetry Knowledge and Community examines the role of poetry in French culture in transmitting and shaping knowledge The volume reveals the interplay between poet text and audience and explores the key dynamics of later medieval French poetry and of the communities in which it was produced Essays in both English and French are organised into three inter related sections Learned Poetry Poetry and Learning Poetry or Prose and

Poetic Communities and address both canonical and less well known French and Occitan verse literature together with a wide range of complementary subjectareas The international cast of contributors to the volume includes many of the best known scholars in the field the introductory essay is by Jacqueline Cerquiglini Toulet Universit de Paris IV Sorbonne and keynote essays are provided by David F Hult University of California Berkeley Michel Zink Coll ge de France and Nancy Freeman Regalado New York University Edited by REBECCA DIXON University of Manchester and FINN E SINCLAIR University of Cambridge with Adrian Armstrong University of Manchester Sylvia Huot University of Cambridge and Sarah Kay University of Princeton CONTRIBUTORS Suzanne Conklin Akbari Mishtooni Bose Jacqueline Cerquiglini Toulet Rebecca Dixon Thelma Fenster Denis H e David Hult Stephanie Kamath Deborah McGrady Amandine Mussou Nancy Freeman Regalado Jennifer Saltzstein Finn E Sinclair Lori J Walters David Wrisley Michel Zink **Rubrics, Images and Indulgences in late Medieval Netherlandish Manuscripts** Kathryn M. Rudy,2016-11-28 What role did images play in the mania for indulgences during the decades prior to the Protestant Reformation Rubrics Images and Indulgences in Late Medieval Netherlandish Manuscripts considers how indulgences the remission of time in Purgatory were used to market certain images Conversely images helped to spread indulgences such as those attached to the Virgin in sole and the Mass of St Gregory Images also began depicting the effects of indulgences souls escaping Purgatory Drawing on numerous unpublished sources Kathryn M Rudy demonstrates how rubrics modified behaviour and expectations around image centred devotion Her work is the first to analyse systematically the way that indulgences and images interacted indeed shaped each other prior to the Reformation **The Strategic Teacher** Harvey F. Silver,Richard W. Strong,Matthew J. Perini,2007 This book is packed with reliable high impact flexible strategies for teaching and learning that are grounded in research and suitable for teachers at any level **The Networked Library** Melissa A. Purcell,2012-07-16 The lesson plans in this book enable educators to easily incorporate networking technologies into the classroom not just a fun enrichment activity but one that is selective and intentional to teach the required standards Our Web 2 0 world is based on participation Incorporating networking sites into classroom lesson plans invites students to participate and get involved using the digital learning styles with which they are already accustomed interacting with new information building knowledge and sharing that knowledge with an authentic responsive audience The Networked Library A Guide for the Educational Use of Social Networking Sites demonstrates how integrating networking tools that students enjoy using can improve their learning in the classroom The book is designed to take educators who are new to networking sites from the ground up while allowing experts to jump directly into the lesson plan chapters It covers many types of networking sites that educators can use to their advantage media sharing sites including YouTube TeacherTube Wikimedia Commons and Flickr microblogs and wikis such as Wikispaces PBworks and Twitter and social networking sites including Facebook Ning and Edmodo **Teachers' Beliefs about Assessment and Instruction in Literacy** Carribeth L. Bliem,1997 **Historia regum Britannie** ,1991

Writing Motivation Research, Measurement and Pedagogy Muhammad M. M. Abdel Latif,2020-12-16 This book provides a unique reference and comprehensive overview of the issues pertinent to conceptualizing measuring researching and nurturing writing motivation Abdel Latif covers these theoretical practical and research issues by drawing on the literature related to the eight main constructs of writing motivation writing apprehension attitude anxiety self efficacy self concept learning goals perceived value of writing and motivational regulation Specifically the book covers the historical research developments of the field the measures of the main writing motivation constructs the correlates and sources of writing motivation and profiles of motivated and demotivated writers The book also describes the types of the instructional research of writing motivation provides pedagogical guidelines and procedures for motivating students to write and presents suggestions for advancing writing motivation research measurement and pedagogy Detailed up to date and with a glossary which includes definitions of the main terms used in the six chapters this book will be of great interest to academics researchers and post graduate students in the fields of language education applied linguistics psycholinguistics and educational psychology   Teaching and Learning Source-Based Writing Rosemary Wette,2023-09-21 This volume brings together significant findings approaches and research based pedagogies on teaching and learning source based writing A comprehensive update to the field this book presents source based writing as an essential skill that comes with its own specific set of challenges requiring a complex set of literacy skills and capabilities for mastery With contributors from leading scholars from around the world the volume addresses source based writing as a developmental issue and offers guidance for supporting novice academic writers on their path toward proficiency and accumulation of multifaceted skill set Chapters cover key topics including metacognitive skills the flipped classroom scaffolding assessment and ethical considerations With research reviews practical considerations and future directions as components of each chapter this book is ideal for courses on academic writing and second language writing   Nonfiction Strategies That Work Lori G. Wilfong,2014-04-03 Teachers are being bombarded with ideas for teaching nonfiction but what really works In this essential book dynamic author Lori G Wilfong describes ten best practices for teaching nonfiction and how to implement them in the classroom She also points out practices that should be avoided helping you figure out which strategies to ditch and which to embrace Topics covered include Finding quality differentiated texts to teach content Selecting support strategies with purpose Providing students with a range of scaffolds for effective summary writing Purposely selecting vocabulary words to support content learning Working with students to develop strategies to cite textual evidence Using text structure as both a reading and writing tool for analyzing nonfiction And much more Every chapter begins with an engaging scenario and ends with action steps to help you get started The book also contains tons of handy templates that you can reproduce and use in your own classroom   *Assessing Change in English Second Language Writing Performance* Khaled Barkaoui,Ali Hadidi,2020-11-29 This book introduces a new framework for analyzing second language L2 learners written texts The authors conducted a major study on

changes and differences in English L2 learners writing performance to advance understanding of the nature of L2 writing development over time in relation to L2 instruction and testing and to offer a model that professionals and researchers can use in their own longitudinal and cross sectional studies of L2 writing development Grounded in research data theory and technology this will be a welcome how to for language test developers scholars and graduate students of L2 writing and assessment **Teaching Strategies That Create Assessment-Literate Learners** Anita Stewart McCafferty,Jeffrey S. Beaudry,2018-04-12 Your go to guide for using classroom assessment as a teaching and learning tool How can we bring students into the assessment process as full partners in ways that help them become owners of learning Becoming an assessment literate learner means understanding where you are going as a learner where you re at now and what you need to do to reach a learning goal This book unpacks seven strategies of assessment for learning along with the five keys of quality assessment in a practical vision of quality assessment used to support and certify learning With a focus on high impact classroom practices this book offers Clear and relevant examples of assessment for learning strategies in specific subject matter contexts Visual learning progressions for use in a self assessment checklist and professional development Additional material and examples on an author created website When we take a balanced approach to assessment and give students the tools and skills to support their own progress students and teachers win This book gives you the strategies and examples to make this possible This is the book that practitioners have been waiting for Assessment kept simple its importance and how to do it with plenty of support and templates to ensure success Ken Darvall Principal Tema International School Perspectives on Good Writing in Applied Linguistics and TESOL Robert Kohls,Christine Pearson Casanave,2023-09-28 Provides diverse global perspectives from seasoned scholars and teachers on systematically evaluating quality writing

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