

Story Retelling Rubric

Student _____ Date _____

Story Title _____ Author _____

	0 Points	1 Point	2 Points	3 Points
Student identifies main characters.	Student makes no attempt or does not know or share.	Student identifies at least one character.	Student identifies at least two characters.	Student identifies three or more characters.
Student describes setting.	Student makes no attempt or does not know or share.	Student describes the setting using at least one detail.	Student describes the setting using at least two details.	Student describes the setting using at least three details.
Student articulates the main problem and the solution.	Student makes no attempt or does not know or share.	Student identifies the problem or the solution.	Student identifies the problem and the solution.	Student identifies the problem and the solution and uses details to support.
Student recalls the beginning of the story.	Student makes no attempt or does not know or share.	Student gives at least one detail/instance that happens at the beginning of the story.	Student gives at least two details/instances that happen at the beginning of the story.	Student gives at least three details/instances that happen at the beginning of the story.
Student recalls the middle of the story.	Student makes no attempt or does not know or share.	Student gives at least one detail and/or instance that happens in the middle of the story.	Student gives at least two details and/or instances that happen in the middle of the story.	Student gives at least three details and/or instances that happen in the middle of the story.
Student recalls the end of the story.	Student makes no attempt or does not know or share.	Student gives at least one detail/instance that happens at the end of the story.	Student gives at least two details/instances that happen at the end of the story.	Student gives at least three details/instances that happen at the end of the story.
Prompting	Student needed three or more prompting/questions to retell the story.	Student needed two prompts or questions to retell the story.	Student needed one prompt or question to retell the story.	Student needed no prompts or questions to retell the story.

Rubric Story Retelling Grade 4

Adele Fiderer



Rubric Story Retelling Grade 4:

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

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

Developing Reading Comprehension Katherine A. Dougherty Stahl, Georgia Earnest Garcia, 2015-02-18 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms 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 [This Is Balanced Literacy, Grades K-6](#) Douglas Fisher, Nancy Frey, Nancy Akhavan, 2019-08-26 This is Balanced Literacy Grades K 6 Students learn to read and write best when their teachers balance literacy instruction But how do you strike the right balance of skills and knowledge reading and writing small and whole group instruction and direct and dialogic instruction so that all students can learn to their maximum potential The answer lies in the intentional design of learning activities purposeful selection of instructional materials evidence based teaching methods and in strategic groupings of students based on assessment data Together these create the perfect balance of high impact learning experiences that engage and excite learners In this hands on essential guide best selling authors Douglas Fisher Nancy Frey and Nancy Akhavan help you define that balance for your students lighting the path to implementing balanced literacy in your classroom Their plan empowers you to integrate evidence based approaches that include Instructional materials comprised of both informational and narrative texts The best uses of instructional delivery modes including direct and dialogic instruction Grouping patterns that work best to accomplish learning aims for different learners at different stages Instruction in foundational skills and meaning making including oral language phonemic awareness phonics fluency vocabulary comprehension and writing Technology used as a tool for increasing learning of a specific literary process All the tips and tools you need to realize the goal of balanced literacy

learning are included with classroom videos that show strategies in action Tap your intuition collaborate with your peers and put the research based strategies embedded in this roadmap to work in your classroom to implement or deepen a strong successful balanced literacy program Grow as a reading and writing teacher while leading your students to grow as readers and writers

Teaching Literacy in Second Grade Jeanne R. Paratore,Rachel L. McCormack,2005-05-13 Second grade classrooms are exciting places to visit Children are consolidating their growing reading and writing expertise exploring new genres and becoming more effective communicators This book takes the reader into several exemplary second grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students Highlights include how to set appropriate short and long term goals for individual students ways to plan instruction to meet those goals and innovative ideas for partnering with parents

Designing Rubrics for K-6 Classroom Assessment Debbie Rickards,Earl H. Cheek,1999 The role of rubrics in assessing student progress is explained Information and examples on how to develop rubrics to fit your needs are also provided

Building Bridges From Early to Intermediate Literacy, Grades 2-4 Sarah F. Mahurt,Ruth E. Metcalfe,Margaret A. Gwyther,2007-05-08 Help all learners transition successfully from beginning to intermediate literacy levels with these classroom tested instructional strategies and specialized assessment tools for word study reading and writing

Checking for Understanding Douglas Fisher,Nancy Frey,2015-12-18 A teacher presents a lesson and at the end asks students if they understand the material The students nod and say they get it Later the teacher is dismayed when many of the students fail a test on the material Why aren t students getting it And just as important why didn t the teacher recognize the problem In *Checking for Understanding* Douglas Fisher and Nancy Frey show how to increase students understanding with the help of creative formative assessments When used regularly formative assessments enable every teacher to determine what students know and what they still need to learn Fisher and Frey explore a variety of engaging activities that check for and increase understanding including interactive writing portfolios multimedia presentations audience response systems and much more This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey s work on gradual release of responsibility guided instruction formative assessment systems data analysis and quality instruction Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted FIT Teaching They are also the authors of numerous ASCD books including *The Formative Assessment Action Plan* *Practical Steps to More Successful Teaching and Learning* and the best selling *Enhancing RTI How to Ensure Success with Effective Classroom Instruction and Intervention*

Taking Running Records Mary Shea,2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child s reading

Diagnostic Teaching of Reading Barbara J. Walker,2000 This book provides a tool for teachers to understand various instructional frameworks underlying diagnostic teaching techniques Adds a chapter *Selecting Instructional Materials*

Assessing and Teaching Reading Composition and

Writing, 3-5, Vol. 4 K. Michael Hibbard, Elizabeth Wagner, 2013-09-27 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students Included in this series are 98 performance tasks 196 assessment lists 18 holistic rubrics 30 analytic rubrics and 88 graphic organizers *Best Practices in Literacy Instruction* Lesley Mandel Morrow, Ernest Morrell, Heather Kenyon Casey, 2023-05-24 This authoritative text and PreK 12 teacher resource is now in a substantially revised seventh edition with 80% new material foregrounding advances in inclusive equitable instruction Teachers are guided through every major component of reading as well as assessment motivation teaching bilingual learners strengthening connections with families and communities and more The book presents principles and strategies for teaching literature and nonfiction texts organizing and differentiating instruction supporting struggling readers and promoting digital literacy Pedagogical features include chapter opening bulleted previews of key points reviews of the research evidence recommendations for best practices in action with examples from exemplary classrooms and end of chapter engagement activities New to This Edition Chapter on culturally responsive teaching plus more attention to social justice and equity throughout Chapter on supporting students in the invisible middle Important new focus on social and emotional learning SEL All chapters thoroughly revised or rewritten to reflect current research theory and instructional practices **Developing Portfolios for Authentic Assessment, PreK-3** Bertie Kingore, 2007-12-14 Written for early childhood educators this guide provides rubrics samples reproducibles and easy to understand procedures for developing fun effective student assessment portfolios and integrating assessment and instruction *Teaching Reading* Rachel L. McCormack, Susan Lee Pasquarelli, 2009-12-09 Elementary teachers of reading have one essential goal to prepare diverse children to be independent strategic readers in real life This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research based strategies for teaching phonemic awareness phonics fluency vocabulary all aspects of comprehension and writing in response to literature Special features include sample lessons and photographs of literacy rich classrooms Uniquely interactive the text is complete with pencil and paper exercises and reproducibles that facilitate learning making it ideal for course use Readers are invited to respond to reflection questions design lessons and start constructing a professional teaching portfolio **Reading Research at Work** Katherine A. Dougherty Stahl, Michael C. McKenna, 2006-04-20 This book presents state of the science research on the components of successful literacy learning and how to target them in contemporary classrooms The volume builds on and extends the work of Steven Stahl whose pioneering contributions encompassed the key areas of phonemic awareness phonics vocabulary fluency comprehension and assessment Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts who highlight Stahl's theoretical methodological and instructional innovations describe how knowledge about each domain continues to evolve and discuss implications for helping all children become better readers **Handbook of Reading Assessment** Sherry Mee

Bell, R. Steve McCallum, 2015-07-30 *The Handbook of Reading Assessment Second Edition* covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students. Comprehensive and filled with numerous authentic examples, the text addresses informal classroom based assessment, progress monitoring, individual norm referenced assessment, and group norm referenced or high stakes testing. Coverage includes assessment content relevant for English language learners and adults. A set of test guidelines to use when selecting or evaluating an assessment tool is provided. New and updated in the Second Edition: Impact on reading assessment of Common Core Standards for literacy; increased top down focus on accountability and high stakes tests; innovations in computerized assessment of reading; latest developments in Response to Intervention (RTI) model, particularly as they impact reading assessment; International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards; Types of reading assessment including discussion of formative versus summative assessment; Expanded coverage of assessment of reading motivation; Expanded coverage of writing assessment; New and revised assessments across genres of reading assessment; Companion Website with numerous resources relevant to reading and writing assessment; suggestions for evidence based instructional practices that can be linked to assessment results; PowerPoint slides; test bank; study guides; application exercises. **10 Essential Instructional Elements for Students With Reading Difficulties**

Andrew P. Johnson, 2015-10-09 *Brain friendly strategies to help all students become lifelong readers*. This book is the definitive resource on how the brain creates meaning from print. Drawing from five key areas of neurocognitive research, Andrew Johnson provides a ten point teaching strategy that encompasses vocabulary, fluency, comprehension, writing, and more. A key resource for creating intervention plans for struggling readers, features include: Information on the importance of emotions in the process of overcoming reading struggles; Strategies to promote voluntary reading even for the most reluctant students; Useful resources such as graphic organizers, additional reading and writing activities, and QR codes that link to videos. *Making the Most of Small Groups*

Debbie Diller, 2023-10-10 Author Debbie Diller turns her attention to small reading groups and the teacher's role in small group instruction. *Making the Most of Small Groups* Differentiation for All grapples with difficult questions regarding small group instruction in elementary classrooms such as: How do I find the time? How can I be more organized? How do I form groups? How can I differentiate to meet the needs of all of my students? Structured around the five essential reading elements: comprehension, fluency, phonemic awareness, phonics, and vocabulary, the book provides practical tips, sample lessons, lesson plans, and templates, suggestions for related literacy work stations, and connections to whole group instruction. In addition to ideas to use immediately in the classroom, Diller provides an overview of relevant research and reflection questions for professional conversations. **The Assessment of Emergent Bilinguals**

Kate Mahoney, 2017-02-20 A practical guide to testing for teachers of English Language Learners. This textbook is a comprehensive introduction to the assessment of students in K-12 schools who use two or more languages in their daily life.

English Language Learners ELLs or Emergent Bilinguals The book includes a thorough examination of the policy history and assessment measurement issues that educators should understand in order to best advocate for their students The author presents a decision making framework called PUMI Purpose Use Method Instrument that practitioners can use to better inform assessment decisions for bilingual children The book will be an invaluable resource in teacher preparation programs but will also help policy makers and educators make better decisions to support their students **Organizing and**

Managing the Language Arts Block Lesley Mandel Morrow, 2003-01-01 This book offers essential guidance to preservice and inservice teachers seeking to create revise or add new strategies to the teaching of the language arts block The focus is on how to implement effective strategies in the context of a well planned classroom and a smoothly choreographed daily schedule In a series of vivid case studies Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich student friendly learning environments for children in grades K 4 No component of organizing the language arts block is omitted including setting up and running classroom learning centers assessing different instructional needs conducting whole class and small group meetings and linking language arts to content area instruction Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level along with dozens of reproducible learning activities lesson plans and assessment and record keeping tools

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web dibenzalacetone was synthesized in the lab from benzaldehyde and acetone under basic conditions the gc ms was used to relate the molar mass of the product thin layer chromatography was used to visualize the relative rf factor for each isomer uv vis instrument showed three peaks that were assigned to each isomer

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web an aldol reaction was performed by combining acetone and benzaldehyde to make dibenzalacetone the percent yield of dibenzalacetone was found to be 73 which is a good percent yield the melting point of dibenzalacetone was around the range of 104 110 c this helped conclude that dibenzalacetone had a trans trans e e isomer

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synthesize dibenzalacetone via an aldol condensation reaction between acetone and benzaldehyde this was done by mixing the two reactants with NaOH and ethanol

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web dibenzalacetone a introduction in an aldol condensation two molecules of aldehyde or ketone are joined together along with the loss of water for example in the aldol condensation shown in figure 1 two molecules of ethanal are reacted to produce an α,β unsaturated aldehyde and water figure 1 aldol condensation of ethanal to

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