

Name _____

Date _____

Non-Fiction topic _____

Retelling Rubric - Non-Fiction-First Grade

Grade Range	1 Seed	2 Bud	3 Flower	4 Flower Garden
Identification of Main Topic/Idea/Focus	I need support and prompting from my teacher to identify the main idea.	With some prompting, I am able to identify the main idea of a story.	Without prompting, the student can independently identify the main idea of the story.	The student can independently identify the main idea of the story.
Integration of Knowledge and Ideas	I need support and prompting from my teacher to recall facts or concepts from the text. The information may be confusing to the listener.	I am able to recall information, facts and concepts from the text. My retelling is clear to the listener.	I am able to recall information, facts and concepts from the text. My retelling is organized, sequential and inferential.	I am able to recall information, facts and concepts from the text. My retelling is organized, sequential and inferential. I can teach it to a friend.
Utilization of Key Vocabulary and Text Features	I need support and prompting from my teacher in order to use key vocabulary and text features in my retelling.	I am able to appropriately use the vocabulary and text features presented in the text.	I am able to show a deep understanding of key vocabulary and text features.	I can make connections to other unknown words and apply new vocabulary to my everyday world.
Makes connections beyond the text	I need support and prompting from my teacher to make connections to the text.	I am able to make a connection to the text and explain this connection to my teacher.	I can make an elaborate connection to the text that demonstrates a deep understanding of text.	I can make text-to-text, text-to-self and text-to-world connections based on evidence from the text.
Questions about the text.	I need support and prompting from my teacher to answer questions from the text. I have a limited understanding.	I am able to answer questions from the text. I have a clear understanding of the text.	I can answer inferential and critical thinking questions about the text.	I can generate questions to enhance my understanding of the topic.

Standards: **RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5**

Retelling Rubric First Grade

Joacim Rocklöv



Retelling Rubric First Grade:

Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding *Leading Impact Teams* Paul Bloomberg, Barb Pitchford, 2016-10-04 Learn how to promote teacher student and collective efficacy Teachers are a school s greatest resource Excellent teachers make excellent schools Leading Impact Teams taps into the scheduled team planning time every school already has and repurposes it in a model that provides the processes needed to build teacher expertise and increase student learning The model combines two existing practices formative assessment and collaborative inquiry and promotes a school culture in which teachers and students are partners in learning Readers will learn how to Build a culture of efficacy Take collective action Embed student centered assessment in the classroom culture Clarify learning goals and criteria for success Leverage progressions of learning for just right instruction Utilize evidence based feedback Maximize peer and self assessment in classroom practice Presented in an easy to read practical format this book will help teachers build upon their strengths to create conditions where innovation and creativity thrive and where students can develop the belief in their capacity to learn Leading Impact Teams offers a great blend of rationale research and doable application What s unique and noteworthy in this book is its powerful set of collaborative protocols focused on evidence analysis and action that puts students at the center of the teaching and learning process Larry Ainsworth Author of Common Formative Assessments 2 0 How Teacher Teams Intentionally Align Standards Instruction and Assessments Leading Impact Teams offers one of the most thoughtful powerful and purposeful books in a long time that holds the potential to both catalyze and transform educational systems Through an immensely enjoyable read Bloomberg and Pitchford provide an easy to follow roadmap to the complex journey of building efficacy and teams This book is a must read for educators and policy makers who are committed to bringing out the best in systems students and communities Alan J Daly Chair and Professor Department of Education Studies University of California San Diego [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

Developing Reading Comprehension Katherine A. Dougherty Stahl, Georgia Earnest García, 2015-02-04 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 See also the authors related book on the intermediate grades Expanding Reading Comprehension in Grades 3 6

Literacy Assessment and Instructional Strategies Kathy B. Grant,Sandra E. Golden,Nance S. Wilson,2014-08-07 Literacy Assessment and Instructional Strategies by Kathy B Grant Sandra E Golden and Nance S Wilson prepares literacy educators to conduct reading and writing assessments and develop appropriate corrective literacy strategies for use with their grade K 5 students Connecting Common Core Literacy Learning Standards to effective strategies and creative activities the book includes authentic literacy assessments and formal evaluations to support reading teaching in the elementary classroom Initial chapters discuss literacy assessment and evaluation data driven instruction high stakes testing and instructional shifts in teaching reading Subsequent chapters focus on the latest instructional and assessment shifts including pre assessing literacy knowledge bases using informational texts for vocabulary development and close reading of text Written by reading practitioners and researchers this book is a must have for novices as well as for veteran classroom teachers who want to stay on top of changing literacy trends

The Authentic Standards-Based Environment Eileen Depka,2022-09-06 Why are standards so important and how do they improve student learning In *The Authentic Standards Based Environment A Systematic Approach to Learning Targets Assessment and Data* Eileen Depka dives into standards based student learning with a simple easy to use approach to unpacking standards developing learning targets and designing rubrics and assessments Using data driven methods and clear examples this book makes a standards based process manageable K 12 teachers and administrators will Learn to unpack standards and understand the components and expectations rooted in them Understand how to design standards based learning targets that directly connect to each component of the standard Design individual and common assessments that link with the rigor and expectations of the standard Report data and design a scope and sequence that will guide next steps Discover how to implement a standards based system school or districtwide Contents Introduction Part 1 The Foundation Chapter 1 Unpacking Standards Why and How Chapter 2 Designing Standards Based Learning Targets Part 2 Tools and Analysis Chapter 3 Creating Standards Based Assessments Chapter 4 Creating Standards Based Rubrics Chapter 5 Implementing Common Assessments to Ensure Comparable Data Chapter 6 Using Unpacked Standards to Report Data and Create a Scope and Sequence Part 3 Embedding the Process Chapter 7 Implementing the Process School or Districtwide References and Resources Index

Growing Independent Learners Debbie Diller,2023-10-10 Debbie Diller has revolutionized literacy instruction in countless classrooms over the years demonstrating how to effectively use literacy workstations to engage

students in critical literacy learning In *Growing Independent Learners From Literacy Standards to Stations K 3* she provides a comprehensive guide to help you plan instruction focused on literacy standards organize your classroom for maximum benefit and lead your students to independence through whole group lessons small group focus and partner learning at literacy stations The first four chapters lay the foundation with planning organizing and instruction that are essential for success with literacy workstations From creating a model classroom and developing planning tools to using anchor charts Diller gives you creative ideas for making the most of your classroom environment to support student independence Later chapters focus on standards based instruction built around key reading writing and foundational skills as well as speaking listening and language standards Each of these chapters provides the following Detailed explanations of each standard s importance and real world application examples Planning tools including academic vocabulary modifiable lesson plans for whole group instruction and suggestions for literacy workstations Mentor texts to use during whole group small group or stations Over 400 full color photos demonstrating workstations in action Ways to connect lessons into other areas of daily instruction including independent reading time small group instruction and workstations *Growing Independent Learners* will help you create a vibrant classroom filled with independent learners This book will quickly become an essential resource for any teacher who believes that all children can learn to work independently in a classroom that s well organized and mindfully planned

Quality Instruction and Intervention for Elementary Educators Brittany L. Hott, Pamela Williamson, 2024-10-02 Effective teaching starts with quality instruction that most students respond well to However about 35% of students will require specialized and more intensive instruction to meet academic and behavioral standards Both students with exceptionalities who are eligible to receive special education and related services and students who are placed at risk due to circumstance require deserve and are legally entitled to quality intervention *Quality Instruction and Intervention for Elementary Educators* offers an accessible resource for educators interested in evidence based strategies to ensure all students have access to an excellent education Two dedicated chapters authored by leading content and strategy experts in the field are devoted to content areas The first chapter focuses on quality instruction with academic subject matter specialists as lead authors with interventionists supporting The second chapter focuses on effective intervention with the interventionists taking the lead author roles and academic subject matter specialists supporting Between the two chapters is a dialogue between the teams of authors bridging instruction and intervention This unique approach bridges the gap between quality instruction and effective intervention an often overlooked component of teacher education The book also includes dedicated chapters on the integration of instructional technology and executive functioning After reading the book educators will be able to describe the components of effective instruction and intervention in each of the content areas access empirically validated materials and locate resources for continued learning

First-Grade Essentials, Grade 1 Jennifer Taylor Geck, 2012-01-03 Extend learning in the first grade classroom using *First Grade Essentials* This 304 page

book is perfect for morning work and for students who always finish their work early It features fun and challenging activities with extension suggestions on almost every page The book addresses essential math and language arts skills and presents them in a whimsical innovative style that students love This book includes reproducibles and more than 275 activities that utilize coloring cutting and gluing skills It supports Reading First NCTE standards and NCTM standards and aligns with state national and Canadian provincial standards

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

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

Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work® Erica Martin,Lisa May,2020-06-16 Part of the Every Teacher Is a Literacy Teacher series Building a solid literacy foundation is of paramount importance during a learner s early school years Closely aligned to the PLC at Work process this practical resource outlines how collaborative teams can fully support and encourage literacy development in preK through first grade Readers will discover a variety of tools and strategies to design standards aligned instruction develop quality assessments provide timely interventions and more Teachers can use this resource to address specific literacy challenges and situations found within their grade band Understand the role PLCs and collaborative teams play in literacy development Obtain strategies and tools such as the Pre Unit Protocol for unpacking and clarifying literacy standards Explore adaptable strategies and learn how to plan high quality literacy instruction Observe how to collaboratively score assessments and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and equity Contents Books in the Every Teacher Is a Literacy Teacher series Reading and Writing Instruction for PreK Through First Grade Classrooms in a PLC at Work Reading and Writing Instruction for Second and Third Grade Classrooms in a PLC at Work Reading and Writing Instruction for Fourth and Fifth Grade Classrooms in a PLC at Work Reading and Writing Strategies for the Secondary English Classroom in a PLC at

Work Reading and Writing Strategies for the Secondary Science Classroom in a PLC at Work **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. 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. Linking Reading Assessment to Instruction Arleen Shearer Mariotti, Susan P. Homan, Arleen P. Shearer, 2005-05-06 This worktext applies current theory to classroom practice by providing in each chapter a brief explanation of major concepts followed by guided practical experience in administering scoring and interpreting reading assessment techniques. Like the popular previous editions, the Fourth Edition emphasizes the use of assessment and diagnosis for instructional decision making rather than for simply giving grades. It stresses the use of informal assessment techniques reflecting the current emphasis in educational assessment theories but also includes

coverage of standardized test scores provides both classroom tested results and interpretations of the data giving students step by step experience in administering scoring and interpreting assessment techniques and includes numerous hands on activities For children to be good readers they must be taught phonemic awareness phonics skills how to read fluently and how to apply comprehension strategies Linking Reading Assessment to Instruction An Application Worktext for Elementary Classroom Teachers Fourth Edition covers all four areas This text is designed for undergraduate or graduate reading methods courses that include a diagnosis component reading diagnosis courses exceptional education courses and inservice courses on reading literacy development Changes in the Fourth Edition discussion of the text s relationship to the areas of reading proposed by the National Reading Panel Report phonemic awareness phonics fluency vocabulary and comprehension updated Suggested Readings for all chapters additional references to diagnostic assessments for word analysis skills and spelling stages additional grouping scenarios new section on determining a diagnostic path with instructional suggestions relevant ESOL information added in several places and revised Instructor s Manual includes more activities

Teaching with the Common Core Standards for English Language Arts, PreK-2 Lesley Mandel Morrow, Timothy Shanahan, Karen K. Wixson, 2012-11-29 Nearly every state has independently adopted the Common Core State Standards CCSS making this practical guide an indispensable resource for PreK 2 teachers and teachers in training Leading authorities explain each of the English language arts ELA standards and vividly show how to implement them The book is filled with grade specific classroom vignettes instructional strategies and activities sample lesson plans and discussion questions Chapters cover the major ELA strands reading literature informational texts and foundational skills writing speaking and listening and language Issues of assessment and technology integration are also explored An appendix includes thematic units for each grade level demonstrating ways to embed CCSS ELA standards into content area instruction See also *Teaching with the Common Core Standards for English Language Arts Grades 3-5*

Teaching New Literacies in Grades 4-6 Barbara Moss, Diane Lapp, 2009-11-24 Upper elementary students encounter a sometimes dizzying array of traditional and nontraditional texts both in and outside of the classroom This practical handbook helps teachers in grades 4-6 harness the instructional potential of fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Twenty four complete lessons promote critical literacy skills such as comprehending analyzing and synthesizing information and using writing to communicate new ideas and pose questions Snapshots of diverse classrooms are accompanied by clear explanations of the research base for instruction in each genre Ready to use reproducibles are included

Data Leadership for K-12 Schools in a Time of Accountability Mense, Evan G., Crain-Dorough, Mindy, 2017-12-15 The monitoring of data within educational institutions is essential to ensure the success of its students and faculty By continually analyzing data educational leaders can increase quality and productivity in their institutions *Data Leadership for K-12 Schools in a Time of Accountability* explores techniques and

processes of educational data analysis and its application in developing solutions and systems for instructional concerns and next generation learning Providing extensive research covering areas such as data driven culture student accountability and data dissemination this unique reference is essential for principals administrators practitioners academicians students and educational consultants looking to maximize their institution s performance *Assessment for Reading Instruction*
Katherine A. Dougherty Stahl, Kevin Flanigan, Michael C. McKenna, 2019-12-09 This book provides a comprehensive conceptual framework and hands on practical tools for reading assessment The authors present a clear roadmap for evaluating K 8 students strengths and weaknesses in each of the basic competencies that good readers need to master Teachers learn how to select administer and interpret a wide range of formal and informal assessments and how to use the results to improve instruction In a large size format for easy photocopying the book includes 30 reproducible assessment tools Provided by publisher **Helping English Language Learners Succeed** Carmen Zuniga-Dunlap, 2014-10-01 This resource provides teachers with research based instructional practices and strategies to guide English language learners toward academic success This second edition book contains effective models and background information on its approaches to support writing listening and speaking reading comprehension and vocabulary development for English language learners

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