

# nonfiction summary rubric

CATEGORY	6	7	8	9
Paragraph 1	There is not a clear understanding of the main idea of paragraph 1.	The main points of paragraph 1 are either lacking in creativity or provide too little or too much information.	The main points of paragraph 1 are identified and summarized loosely.	The main points of paragraph 1 are clearly identified, though out, and summarized concisely.
Paragraph 2	There is not a clear understanding of the main idea of paragraph 2.	The main points of paragraph 2 are either lacking in creativity or provide too little or too much information.	The main points of paragraph 2 are identified and summarized loosely.	The main points of paragraph 2 are clearly identified, though out, and summarized concisely.
Paragraph 3	There is not a clear understanding of the main idea of paragraph 3.	The main points of paragraph 3 are either lacking in creativity or provide too little or too much information.	The main points of paragraph 3 are identified and summarized loosely.	The main points of paragraph 3 are clearly identified, though out, and summarized concisely.
Paragraph 4	There is not a clear understanding of the main idea of paragraph 4.	The main points of paragraph 4 are either lacking in creativity or provide too little or too much information.	The main points of paragraph 4 are identified and summarized loosely.	The main points of paragraph 4 are clearly identified, though out, and summarized concisely.
Paragraph 5	There is not a clear understanding of the main idea of paragraph 5.	The main points of paragraph 5 are either lacking in creativity or provide too little or too much information.	The main points of paragraph 5 are identified and summarized loosely.	The main points of paragraph 5 are clearly identified, though out, and summarized concisely.
Critique	The review of the book does or does not state the author's opinion with 2 or less supporting reasons.	The review of the book states the author's opinion with at least 3 supporting reasons	The review of the book states the author's opinion with at least 4 supporting reasons	The review of the book clearly states the author's opinion with at least 5 supporting reasons.
Grammar and Mechanics	There are more than 10 grammatical or mechanical mistakes on the summary.	There are 6-10 grammatical or mechanical mistakes on the summary.	There are 4-6 grammatical, spelling or mechanical mistakes on the summary.	There are 1-3 grammatical, spelling or mechanical mistakes on the summary.
Comments:				_____/ 63

# Rubric For Nonfiction Summary

**N Noddings**



## **Rubric For Nonfiction Summary:**

*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

## **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

Survival on Reef Colleen Kessler, 2005 This challenging activity book addresses many essential skills and knowledge contained in the National Science Teachers Association standards The activities are focused on the exciting environment of a coral reef its inhabitants and the ways these inhabitants have adapted to their world Gifted and advanced learners in grades 2 3 are provided opportunities to take real world action to help protect the environment Rubrics and answer keys are provided to help assess student work Book jacket

*Nonfiction Matters* Stephanie Harvey, 1998 A guide to bringing nonfiction into the curriculum in third through eighth grade classrooms with

strategies and ideas for reading nonfiction conducting research and writing reports

**Hands-On Literacy, Grade 5** Mark Hess, 2022-12-30 This practical resource is a compendium of authentic and hands on literacy activities that will engage challenge and delight students Specifically targeting Grade 5 these lessons and strategies enhance literacy instruction and encourage critical thinking Aligned with current standards and principles of literacy instruction the lessons will inspire GenZ and future generations of students by allowing them to explore literacy through graphic design public speaking improvisation smartphones and video art music and more The original and entertaining activity sheets graphic organizers and examples are ready to be used or adapted to a wide variety of stories novels and nonfiction With fully developed lesson plans the practical resources in this book will motivate students of all backgrounds including English language learners gifted and twice exceptional learners and all students who are comfortable or not yet comfortable in the English classroom This book is the second in a set of three literacy titles focused on Grades 4 5 and 6 Each book contains lessons and units to help develop deeper learning and encourage student creativity

**Designing Instruction** Judith K. March, Karen H. Peters, 2008 A fresh new approach that strengthens the need for teaching with creative thinking strategies for administrative leadership teams Few textbooks have such detailed examples combined with the background study of best practices The authors have great credibility experience resources and abundant research to support their proposal A very well written text offering ample review of the research Sara E Spruce Professor of Education Olivet Nazarene University Use this research based instructional model to meet students achievement goals As the achievement gap between advantaged and disadvantaged students gets wider teachers and administrators need a proven process to help all students meet the requirements of NCLB This practitioner friendly guidebook provides a step by step approach to a complete standards based curriculum and the integration of best practices into the delivery and assessment of instruction in every classroom The authors present three capacity building features of the design process 1 training for building leadership teams to help teachers plan and lead the reform process 2 stewardship training to assist district administrators and principals in supporting and sustaining the implemented reforms and 3 a collaborative observation process to help teachers work together and in partnership with principals to monitor and improve classroom instruction Offering an education model that has been field tested with more than 50 school districts in the U S and Canada this book shows school leaders how to maximize collaborative observation and other team leadership processes to integrate reforms into a school s existing culture Educators will learn ways to Integrate instructional design with successful instructional reform Strengthen the learning culture through standards Develop effective performance indicators Apply curriculum mapping to instructional design Designing Instruction supports teachers and administrators working together to raise student achievement by using proven instructional design and best practices

**Guiding Readers Through Non-Fiction** Tom Rossi, Dave Leochko, 2007-05-16 Written for grades 4 7 teachers and students Guiding Readers Through Non Fiction is an easy to use resource It provides essential background information on

the nature of nonfiction and how to use nonfiction in small guided reading groups The book is filled with many ready to use student handouts graphic organizers rubrics assessment checklists and planning guidelines In this resource you will find teaching suggestions and strategies to help students engage with various forms of nonfiction necessary information for implementing guided reading practices in the classroom effective strategies to incorporate successful small group instruction in the classroom plans and suggestions for structuring the guided reading lesson 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 **Designing and Using Rubrics for Reading and Language Arts, K-6** Joan F.

Groeber,2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of KansasAn excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KSEnhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber s approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance Differentiation

Strategies for Language Arts Wendy Conklin,2009-08-15 Written specifically for K 12 language arts teachers this resource provides the nuts and bolts of differentiation Presented in an easy to implement format this handy notebook is designed to facilitate the understanding and process of writing differentiated lessons to accommodate all readiness levels learning styles and interests The lessons are based on various differentiation strategies including tiered assignments tiered graphic organizers leveled questions multiple intelligences leveled learning centers problem based learning independent

investigations and reading buddies Ad The Feedback Process Karen A. Wink,2022-09-28 The Feedback Process Engaging Students with Meaningful Comments About their Writing features curriculum and instruction to assist humanities educators with commenting on student drafts The focus is on students non fiction writing or arguments supported with credible sources To make a complex process more accessible this book features strategies for both written and auditory commentary To make the process more efficient it includes surveys feedback models rubrics lists of useful comments and sample student drafts with commentary This book draws from classroom research to discuss strategies for managing students emotional responses to feedback as well as instructors using tone and word choice constructively for greater impact on drafts The Feedback Process ultimately aims to lessen the burden on instructors and educators who comment on a substantial number of papers every semester with a fresh approach to feedback *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 Activities for a Differentiated Classroom Level 5 Wendy Conklin,2011-02-01 Easily implement grade appropriate lessons suitable for Grade 5 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD *Cambridge O Level English Student Book* Helen Toner,John Reynolds,2016-02-11 Cambridge O Level English Second Edition has been written for students preparing for the Cambridge O Level English Language examination conducted by Cambridge International Examinations Written in a clear and accessible style the book offers comprehensive coverage as per the revised syllabus Updated and designed for class use as well as independent study the book helps prepare students for the examination Teaching Young Adult Literature Thomas W. Bean,Judith Dunkerly-Bean,Helen J. Harper,2013-02-14 Teaching Young Adult Literature Developing Students As World Citizens by Thomas W Bean Judith Dunkerly Bean and Helen Harper is a middle and secondary school methods text that introduces pre service teachers in teacher credential programs and in service teachers pursuing a Masters degree in Education to the field of young adult literature for use in contemporary contexts The text introduces teachers to current research on adolescent life and literacy the new and expanding genres of young adult literature teaching approaches and practical strategies for using young adult literature in English and Language Arts secondary classrooms and in Content Area Subjects e g History and ongoing social political and pedagogical issues of English and Language Arts classrooms in relation to contemporary young adult literature Teaching Guide Dorling Kindersley Publishing Staff,2003-05-01 Each easy to read nonfiction book for younger students introduces animal life cycles similarities and differences adaptations habitats communication interdependence and needs With crisp close up color photographs and higher level thinking questions built into each text this innovative series engages new readers in their own learning **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

Classroom Based Assessment Bonnie Campbell Hill, Cynthia Ruptic, Lisa Norwick, 1998

**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

*75 Outrageous Ways Librarians Can Impact Student Achievement in Grades K-8* Laurie Noble Thelen, 2008-02-15 Provides seventy five standards based lessons for kindergarten through eighth grade library media specialists

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