

Fractured Fairy Tale Rubric

| | 5 | 4 | 3 | 2 | 1 |
|-----------------------------------|---|--|---|--|---|
| Theme Ideas (x's 2) | <ul style="list-style-type: none"> * Story has a creative and unique central message * The reader learns something valuable from reading the story * Very clear * Supporting details are very focussed, interesting, relevant, and strong | <ul style="list-style-type: none"> * Story has a thoughtful central message * The reader learns something relevant from reading the story * Pretty clear * Supporting details are specific | <ul style="list-style-type: none"> * I know what your main idea is * The reader learns something general and/or cliché from reading the story * Some supporting detail but details are general and/or underdeveloped * Supporting details are limited and/or not original | <ul style="list-style-type: none"> * I know what you are trying to say but I am not sure what I was supposed to learn from reading the story * Supporting details are weak or off topic * The reader learns something irrelevant from reading the story (the main idea is weak) | <ul style="list-style-type: none"> * No central message * Weak or no supporting details * Cluttered with detail that does not support the main idea |
| Organization | <ul style="list-style-type: none"> * Organized in a logical and creative manner * Intro, ending, and transitions are all creative, original, and interesting | <ul style="list-style-type: none"> * Writing has a strong order and structure * Intro, ending, and transitions are satisfying, and purposeful | <ul style="list-style-type: none"> * Organized in a logical manner * Has a clear intro and conclusion * Transitions are acceptable | <ul style="list-style-type: none"> * Reads like a list of sentences not a story * Weak beginning or ending * Weak or no transitions | <ul style="list-style-type: none"> * No intro * No ending * Confusing * Missing important details |
| Word Choice | <ul style="list-style-type: none"> * Precise, carefully chosen words and phrases * Strong, fresh, and vivid images are created in the reader's mind * Just the "right" words used * No better words could be used | <ul style="list-style-type: none"> * Word choice is descriptive and the broad range of words energizes writing * Mental pictures are created and the reader is interested by the words being used | <ul style="list-style-type: none"> * Word choice is functional and appropriate * Words and phrases don't create images or mental pictures in the reader's mind * Words are not interesting | <ul style="list-style-type: none"> * Word choice is dull or boring * Uses only common words * Repetition of words * Word choice interferes with meaning | <ul style="list-style-type: none"> * Vocabulary is misused (uses the wrong words or phrases) * Inappropriate words (cuz, gotta, many vs. much, seen vs. saw, etc.) |
| Voice | <ul style="list-style-type: none"> * Expressive, engaging, and sincere * Written to appeal to the audience * Shows emotion such as: humour, honesty, suspense, sadness, etc. | <ul style="list-style-type: none"> * The voice created by the student is distinct and appropriate to audience/purpose | <ul style="list-style-type: none"> * Personality may be inconsistent but you still get a sense of the writer behind the words | <ul style="list-style-type: none"> * Voice may be inappropriate * Writing seems mechanical and/or lacks interest * Beginning to sense the writer behind the words | <ul style="list-style-type: none"> * Writing tends to be flat and/or lifeless * No originality; uses common phrases or clichés * Can't sense the writer behind the words |

Conventions Checklist:

 Capitalization

 End Punctuation

 No RO Sentences

 Comma use

 No Frags.

 Quotation Marks

Rubric For Marking Fractured Fairy Tale

Mark Steyvers



Rubric For Marking Fractured Fairy Tale:

Fractured Fairy Tales Gr. 4-6, **Engaging Teachers in Assessment of Their Students' Narrative Writing**, 1994
Differentiating for the Young Child Joan Franklin Smutny, S.E. von Fremd, 2010 Praise for the first edition Smutny and von Fremd's very special talent is in helping adults nurture and cherish the creativity and learning joy that is so intrinsic in young children Susan Winebrenner Author and Staff Development Specialist Education Consulting Service Inc The authors use teacher voices classroom stories and solid foundations to guide the reader's thinking Practical examples and specific guidelines make the book very useful without resorting to templates or gimmicks Carol Ann Tomlinson Professor University of Virginia Praise for the second edition Using the ideas presented in this book make teaching and learning more personalized and exciting for both teachers and their students This book provides a breath of fresh air for the teaching profession Carole S Campbell Educator Higher Ground Educational Consulting This book is chock full of great examples and classroom applications providing specific guidance and clear headed advice Nancy H McDonough Second Grade Teacher Walter Stillman School Tenafly NJ Meet the highly diverse needs of primary students with these differentiated teaching strategies Every student who walks through the classroom door brings special gifts to the learning table Differentiating for the Young Child helps primary teachers value and support the unique experiences and learning styles of diverse young learners Joan Franklin Smutny and S E von Fremd offer strategies and methods for promoting creative thinking and intellectual discovery across key discipline areas They also tackle issues relating to underserved students and discuss differentiated technology use Revised to make differentiated learning easier this second edition Includes new charts with high to low preparation strategies for differentiating lessons in math science social studies and language arts Presents new focus questions to help teachers clarify their own priorities and target student needs efficiently Offers Web sites for further reference Because the primary grades influence all the years that follow this resource helps early childhood and primary teachers use creative differentiated teaching strategies to meet the individual learning needs of all young children and encourage their future academic success Literacy Strategies for Grades 4-12 Karen Tankersley, 2005 Describes everyday classroom practices and exercises to help students in grades four through twelve read for accuracy extract meaning from text and interpret subject matter Grammarama! Les Parsons, 2004 Stuck debating how best to teach effective grammar in your classroom This joyful guide offers both a meaningful classroom context and practical strategies to help students cope with all aspects of grammar and language With fun and engaging activities sentence combining challenges examples from professional writing up to date details of the evolution of grammar and language and much much more grammarama gives you everything you need to help your students make a lasting connection with language Detailed teacher guidelines and handy suggestions for group work and assessment complement this valuable classroom tool *Literacy Place*, 1996
How to Write a Fractured Fairy Tale Nel Yomtov, 2013-08-01 This book teaches readers how to plan and write

fractured fairy tales They will discover what a fractured fairy tale is how to prepare a plot outline develop characters revise and edit the story and write a final draft of the narrative A variety of activities provide hints and tips along the way to support the development of characters clear event sequences plot elements and the overall creative writing process Once Upon a Time Jane Heitman Healy,2007-08-15 Use fairy tales in the library and classroom to increase students proficiency in story structure reading comprehension writing and speaking skills and to foster collaboration with teachers Teach core language arts skills using familiar fairy tales in AASL IRA NCTE standards based ready to use lessons Use materials standard to every library to teach the curriculum inspire a love of fairy tales and include English Language Learners ELL in meaningful ways Involve students in standards based learning while they enjoy the charm and intrigue of their favorite fairy tales Librarians and language arts teachers will find the information they need to increase vocabulary development reading comprehension and writing and speaking skills in their students by using the wide appeal of fairy tales Reproducible templates worksheets and planning guides are included *How to Create and Use Rubrics for Formative Assessment and Grading* Susan M. Brookhart,2013 Whether you re already familiar with rubrics or not this book is a complete resource for writing rubrics that assist with learning as well as assess it Plus you ll learn how to wisely select from among the many rubrics available for classroom use **Writing a Fractured Fairy Tale** Cecilia Minden,2020-01-01 Writing is an important skill that kids use almost every day The goal of the Write it Right series is to make kids writing experts Writing a Fractured Fairy Tale is full of tips and tricks to help kids fracture their own tale from mixing up characters to creating conflict This book includes a table of contents glossary index author biography activities and instructions **Fractured Fairy Tales Library, Grades K-3 , The You Choose Fractured Fairy Tales Series** ,2016 In You Choose Fractured Fairy Tales you re the fairy godmother These adventures turn fairy tales upside down and sideways and backward Wave your wand and take charge of these tales from once upon a time to happily ever after or not *Fractured Fairy Tales* Marie-Helen Goyetche,2007 Literacy and critical thinking activities with a sense of humor 75 activites and 10 fractured fairy tales based on Bloom s taxonomy teacher guide answer key **Fractured Fairy Tales Set of 6 Titles** Steps To Literacy Staff,2008 *Fractured Fairy Tales by Kids* Scott Boatwright,Wiles Elementary School (Gainesville, FL),Alachua County (Fla.). School Board,1995 **Fractured Fairy Tales** Kindergarten Class,2015-04-14 Fractured Fairy Tales is a collection of stories written by kindergarten students at Science Arts Academy Creating & Recognizing Quality Rubrics Judith A. Arter,Jan Chappuis,2007 Teachers learn to choose or develop sound instructional rubrics and to use rubrics effectively with students to maximize learning An accompanying CD ROM contains more than 25 sample rubrics **Fractured Fairy Tales** ,1992 **Rubrics** David Balch,Robert Blanck,David E Balch Ph D,2018-03-29 Rubrics need not be mysterious or difficult but can be a useful tool to effectively and efficiently evaluate student work This book contains everything you need to know to create and use rubrics in your classroom *Rubrics* Germaine L. Taggart,Sandra J. Phifer,Judy A. Nixon,1998 Describes strategies teachers and administrators may

use to construct and adapt rubrics and explains how to use them to assess instruction and performance

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Rubric For Marking Fractured Fairy Tale Introduction

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