

Parent's Signature: _____

Student's Name: _____

FICTION SUMMARY RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
INFORMATION: Features of a narrative: ✓ Characters ✓ Setting ✓ Problem ✓ Solution ✓ Beginning, middle, and end	- Includes one or two features of a narrative - Includes many unimportant ideas - Does not explain the main idea	- Includes some features of a narrative - Includes some unimportant details - With some clarity, explains the main idea	- Includes all features of a narrative - Excludes most irrelevant ideas - Explains the main idea	- Concisely explains all features of a narrative - Excludes all irrelevant ideas - Clearly explains the main idea
ORGANIZATION: Paragraph Format ✓ Topic sentence ✓ Detailed sentences ✓ Transition words ✓ Closing sentence	- Not written in paragraph format - No transition words	- Includes some parts of a paragraph - Uses few transition words	- Includes all parts of a paragraph - Uses many words	- Includes all parts of a paragraph - Uses a variety of transition words
WORD CHOICE: Written in own words Sentence Structure	- Words are copied directly from the text - Sentences are incomplete or unclear	- Mostly written in own words - Some sentences are complete and make sense	- Written in own words - Almost all sentences are complete and make sense	- Written in own words and makes good inferences - All sentences are complete, fluent, and make sense
CONVENTIONS: ✓ Spelling ✓ Capital Letters ✓ Punctuation	Many errors	Some errors	Very few errors	No errors

Teacher's Comments: _____

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S Nieto



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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 *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

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 Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 Writing With Skill, Level 1: Instructor Text Susan Wise

Bauer,2012-01-16 Traditional principles Contemporary methods Unparalleled results This groundbreaking new writing series combines time tested classical techniques the imitation and analysis of great writers with original composition exercises in history science biography and literature Skills Taught One and two level outlining Writing chronological narratives biographical sketches descriptions and sequences across the curriculum Constructing basic literary essays on fiction and poetry Researching and documenting source material First volume of four that will prepare students for high level rhetoric and composition Features of the program Writing assignments are modeled on examples from great literature and classic nonfiction All source material for assignments is provided no other books are needed This Instructor Text provides scripted dialogue to use when the student has difficulty plus detailed guidance on how to evaluate the student s work Student Workbook sold separately encourages independence by directing all assignments to the student First volume of four that will prepare students for high level rhetoric and composition **25 Fun and Fabulous Literature Response Activities and Rubrics**

Christine Boardman Moen,2002 Quick Activities and Rubrics That Help Kids Understand Literary Elements and Use Reading Strategies for Better Comprehension This classroom tested resource includes 25 easy and fun projects to help students explore literary elements such as plot character setting theme and deepen their comprehension Each project includes directions student samples and a reproducible rubric Writing With Skill, Level 1: Instructor Text Susan Wise Bauer,2012-01-16 Traditional principles Contemporary methods Unparalleled results This groundbreaking new writing series combines time tested classical techniques the imitation and analysis of great writers with original composition exercises in history science biography and literature Skills Taught One and two level outlining Writing chronological narratives biographical sketches descriptions and sequences across the curriculum Constructing basic literary essays on fiction and poetry Researching and documenting source material First volume of four that will prepare students for high level rhetoric and composition Features of the program Writing assignments are modeled on examples from great literature and classic nonfiction All source material for assignments is provided no other books are needed This Instructor Text provides scripted

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