Poetry Rubric

Writing and illustrating a poem.

Name:

	BEGINNING 1	DEVELOPING 2	ACCOMPLISHED 3	EXEMPLARY 4	SCORE
Form	Uses an inappropriate poetic form. To few stanzas or stanza length is incorrect.	May use an appropriate poetic form. Fewer than four stanzas of four lines each	Effectively uses an appropriate poetic form. Complete with four stanzas of four lines each.	Creatively uses an appropriate poetic form. Complete with more than four stanzas with four lines each.	
Word Usage	Student's use of vocabulary is very basic.	Student's use of vocabulary is more telling than showing.	Student's use of vocabulary is routine and workable	Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind.	
Poetic Techniques (elements)	Uses few poetic Techniques such as figurative language.	Uses some poetic Techniques such as figurative language to reinforce the theme.	Uses poetic techniques such as figurative language to reinforce the theme.	Effectively uses poetic techniques such as figurative language to reinforce the theme.	
Language Conventions (spelling, grammar, punctuation)	May contain frequent and numerous errors in spelling, grammar, and punctuation that interferes with the reader's understanding.	May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader's understanding.	Has mainly grade level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader's understanding.	Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader's understanding.	
Effort	Student's work lacks understanding of the assignment.	Student's work demonstrates some understanding of the assignment.	Student's work demonstrates an understanding of the assignment.	Student's work demonstrates a complete understanding of the assignment and goes beyond the requirements.	
Illustration	Lacks an illustration.	Uses an illustration that may add to the poem's meaning.	Uses an illustration to enhance the poem's meaning.	Effective and creative use of an illustration enhances the poem's meaning.	

Score_____

Grade_____

Teacher Comments_____

Rubric For Reciting Poetry Elementary

Nile Stanley

Rubric For Reciting Poetry Elementary:

Literacy Leadership Matters Karen Filewych,2023-01-26 Many school principals have little background in literacy instruction And yet they find themselves leading teachers at a time of shifting literacy priorities This practical book offers literacy fundamentals builds confidence and empowers principals to become instructional leaders It deals with all aspects of literacy from understanding the science of reading to planning resources oral language word study reading writing and creating a shared literacy vision Each chapter In this comprehensive resource includes staff meeting discussion points to guide conversation with teachers things to look for when working with the teachers and students within their schools and much more Curriculum Compacting Sally M. Reis,Joseph S. Renzulli,Deborah E. Burns,2021-09-03 Curriculum compacting is one of the most well researched and commonly used ways of differentiating instruction to challenge advanced learners This practical and inexpensive method of differentiating both content and instruction enables classroom teachers to streamline the regular curriculum ensure students mastery of basic skills and provide time for stimulating enrichment and acceleration activities With information on the history and rationale of curriculum compacting as well as successful implementation strategies and multiple case studies the second edition of Curriculum Compacting introduces the strategies that teachers need to understand to implement this differentiation strategy for high potential highly motivated and academically talented and gifted students 2017 NAGC Book of the Year Award Winner **Content Area Reading** Anthony V. Manzo,Ula Casale Manzo,1990 A content reading methods text that takes a quick start heuristic approach to imparting the skills future teachers need to improve their pupils reading ability in essential content areas Coverage of current theories and practices in comprehension assessment and heuristics is organized around pre reading guided silent reading and post reading **School Library Media Activities Monthly** ,1998 **Collaborating to Meet Standards** Toni Buzzeo,2007 These standards based easy to follow collaborative lessons will not only build a strong bridge between the school library and the classroom but will help educators help students improve their skills and scores Written for elementary school library media specialists and their K 2 teaching partners this book coaches readers on methods to meet student literacy standards In this balanced literacy age collaboration is a perfect means to address national state and local literacy standards

Biliterate Writers Christine C. Smith,2001 *Heart Beats* Catherine Robson,2015-03-22 Many people in Great Britain and the United States can recall elderly relatives who remembered long stretches of verse learned at school decades earlier yet most of us were never required to recite in class Heart Beats is the first book to examine how poetry recitation came to assume a central place in past curricular programs and to investigate when and why the once mandatory exercise declined Telling the story of a lost pedagogical practice and its wide ranging effects on two sides of the Atlantic Catherine Robson explores how recitation altered the ordinary people who committed poems to heart and changed the worlds in which they lived Heart Beats begins by investigating recitation s progress within British and American public educational systems over

the course of the nineteenth and twentieth centuries and weighs the factors that influenced which poems were most frequently assigned Robson then scrutinizes the recitational fortunes of three short works that were once classroom classics Felicia Hemans s Casabianca Thomas Gray s Elegy Written in a Country Churchyard and Charles Wolfe s Burial of Sir John Moore after Corunna To conclude the book considers W E Henley s Invictus and Rudyard Kipling s If asking why the idea of the memorized poem arouses such different responses in the United States and Great Britain today Focusing on vital connections between poems individuals and their communities Heart Beats is an important study of the history and power of memorized poetry Learning and Leading with Technology ,2005 Mindful Learning David B. Strahan,1997 Today s teachers face unique challenges They feel pressure to raise test scores and to cover the curriculum At the same time their students need more nurturing and guidance than ever Mindful Learning shows how successful teachers put caring into action to provide both personal support and instructional enrichment Using this approach teachers integrate efforts to care for students as people the affective portion of the curriculum with efforts to extend their understanding of content the academic dimension of instruction In each chapter of Mindful Learning Strahan illustrates strategies that help students maximize academic learning and make better choices about behavior These strategies combine what teachers have learned about how the mind works best with what researchers have learned about how teachers most effectively promote learning The concept of Mindful Learning incorporates Gardner s Theory of Mulitple Intelligences Glaser s Reality Therapy and Goleman s Emotional Intelligence The result is a flexible framework that has proven successful in promoting achievement and self discipline Each chapter features classroom applications that are ready to teach as well as a summary of relevant research A CHOICE Magazine Outstanding Academic Book of 1998 Giggle Poetry Reading Lessons Amy Buswell,Bruce Lansky,2014-08-05 Many struggling readers are embarrassed to read aloud They are often intimidated or bored by texts that reading specialists require them to practice So instead of catching up they are falling further behind This handbook filled with poetry reading lessons can help turn struggling readers into happy readers **Language Arts** Pamela J. Farris,2004 *The Tablet* ,1904 **Towards a Critical Multicultural Literacy** Danny K. Weil,1998 Towards a Critical Multicultural Literacy claims that in a pluralistic society education should affirm and encourage the quest for self examination through social transformation by creating relevant problem posing activities that allow students to confront through reasoning the challenges offered by everyday life s diverse reality Dr Weil specifically examines traditional views of education critical thinking advocate views of education critical pedagogy advocate views of education and multicultural views of education as they historically and currently exist both in theory and in practice The Illustrated London News ,1873 **Repeated Readings in Poetry Versus Prose** Lori Pierce,2012 This study examined the effectiveness of repeated readings in four second grade classrooms in two urban elementary schools in Northwest Ohio As determined by the Ohio Department of Education 75% of the students in each building must score at or above the proficient level For the 2008 2009 school year

Building A a school within one of Ohios urban settings had a passage rate of 65 7% and Building B in the same district had a lower passage rate of 58 1% To evaluate the effectiveness of the 10 week repeated reading session of poetry and prose the following research questions were addressed a What is the effect of repeated readings of poetry versus repeated reading of narrative passages on fluency Words Correct Per Minute over a 10 week intervention b What is the effect of repeated readings of poetry versus repeated reading of narrative passages on fluency prosody over a 10 week intervention c What is the effect of repeated readings of poetry versus repeated reading of narrative passages on reading comprehension over a 10 week intervention d What is the effect of repeated reading of poetry on students attitudes toward reading as compared to the repeated readings of narrative passages Mixed methods design was selected for this study due to both quantitative and qualitative methods of data collection The quantitative data represents the scores on the pre and post tests of Words Correct Per Minute retelling rubric Elementary Reading Attitude Survey and prosody rubric The qualitative data within the study consisted of student questionnaires student interviews and teacher journals following the 10 week repeated readings project Within this study statistical significance was demonstrated in the areas of improvement in Words Correct Per Minute phrasing and smoothness making repeated readings a viable addition to reading instruction Additionally the results suggested that attitudes toward reading for poetry were more positive than attitudes toward reading of narrative passage

By the Rubric of Rhythm, They'll Read Cherie A. Ward M.A.T. B.A.,2022-05-03 By the Rubric of Rhythm They ll Read offers poetry as an alternative approach for teaching children reading below basic to succeed It opens doors and new horizons for students placed at risk while tapping into their multiple intelligences that standardized tests may have missed The book discusses the history of public schooling and the reading literacy paradigm addressing the problem while presenting solutions that stimulate and liberate students minds It is the examination into real world social and interactional contexts while promoting individual agency through oral written visual and the arts while fusing technology at its best Presenting poetry as the spark that will encourage students to learn as they have fun dance and sing the book takes into account their prior knowledge and the cultural capital they bring The author introduces her original lesson plans and programs Lumumba s Playground and Laughing and Learning with Language as vehicles to renegotiate texts for diverse learners to engage educate and entertain *Rubric* K. A. McGowan,2004 **Rhyme Time and Poetry** Cindy Barden,2002-09-01 This packet provides teachers and parents with a wide variety of activities to use at home or in the classroom to enhance your reading program The activities have been selected to provide opportunities for students to practice rhyming and writing poetry A list of comprehension skills for all grade levels is included and a variety of assessment rubrics helps you track progress in achieving those skills Answer key is included Creating Readers with Poetry Nile Stanley,2004 The message in Creating Readers with Poetry is simple and strong Poetry helps children learn to read In this innovative resource Nile Stanley offers you teaching techniques that transform reading from a two dimensional world of

boredom and frustration into a three dimensional world of voice movement and artistic expression He shows you how poetry supports the teaching of reading and allows students to relax and blossom His mini lessons and engaging activity poems provide standards based reading instruction that also build community confidence and enthusiasm He includes a CD of sung and spoken poetry performed by noted children s poets and students to use as instructional models **Use of Poetry in an Elementary School Remedial Reading Program in Intermediate Grades** Carolyn Patton,1963

Whispering the Secrets of Language: An Psychological Journey through **Rubric For Reciting Poetry Elementary**

In a digitally-driven world where displays reign supreme and quick interaction drowns out the subtleties of language, the profound secrets and emotional subtleties concealed within words frequently move unheard. Yet, nestled within the pages of **Rubric For Reciting Poetry Elementary** a fascinating literary value pulsating with fresh feelings, lies a fantastic quest waiting to be undertaken. Penned by an experienced wordsmith, that wonderful opus attracts viewers on an introspective trip, gently unraveling the veiled truths and profound influence resonating within the very cloth of each word. Within the emotional depths with this touching evaluation, we can embark upon a sincere exploration of the book is key themes, dissect its charming publishing model, and yield to the effective resonance it evokes deep within the recesses of readers hearts.

https://crm.avenza.com/About/Resources/Documents/nov%20dec%202014%20grade%2010%20maths%20memo.pdf

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