

Written Summary Rubric

A summary is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and key words from the text by paraphrasing and do not include your feelings or opinions about a topic. The rubric below reflects how well you were able to demonstrate understanding of writing a summary.

	4 – Mastery	3 – Exemplar	2 – Proficient	1 – Emerging	0 – Absent
Main Idea	Correctly identifies the main idea in a clear, concise, and accurate manner.	Correctly identifies the main idea but lacks some clarity, conciseness, and/or accuracy.	Identifies an important idea but not the main idea. May not be clear, concise, or accurate.	Identifies a detail but not the main idea. Is not clear, concise, or accurate.	Main idea is not identified or is directly copied from the reading. Writer does not demonstrate ability to identify the main idea of a reading.
Supporting Details	Clearly states the supporting details of a text using writer's own words and/or statements.	Clearly states a supporting detail of a text, but leaves out others. Uses some of the writer's own words.	States a supporting detail of the reading but lacks clarity. Detail is copied from the text – not in the writer's own words.	Includes unnecessary details. Does not use the writer's own words.	No supporting details are included in the summary.
Conclusion	Writes a clear and specific concluding sentence. Provides a solid ending to the summary.	Writes an adequate concluding sentence. Provides an adequate ending to the summary.	Writes a weak concluding sentence. The summary ends somewhat abruptly.	Writes a weak concluding sentence. The summary ends abruptly.	Does not include a concluding sentence. Summary ends abruptly.
Mechanics and Grammar	Contains no spelling or grammatical errors.	Contains a few spelling and grammatical errors. However, errors do not interfere with comprehension.	Contains many spelling and grammatical errors. Errors are distracting to the reader.	Contains many spelling and grammatical errors that interfere with comprehension.	Spelling and grammatical errors are severe, the reader cannot comprehend summary.

Comments:

Total: _____ /18 (_____ %)

Story Summary Rubric

Deborah Blaz



Story Summary Rubric:

Rethinking Small-Group Instruction in the Intermediate Grades Nancy N. Boyles, 2011 Small group instruction becomes a strategic differentiated tool for Response to Intervention in Dr Nancy N Boyle s new resource Rethinking Small group Instruction in the Intermediate Grades In this complete and ready to go resource Dr Boyles answers key questions about transforming small group instruction to meet RTI objectives How can I teach comprehension strategies during small group instruction How do I align high stakes standards with comprehension objectives Where do fluency vocabulary and author s craft fit in small group discussion How can I explicitly teach skills and promote meaningful discussions and How do I effectively include intermediate grade students who function at a primary level Rethinking Small group Instruction in the Intermediate Grades provides sixteen options to differentiate small group instruction Teachers focus on reinforcing comprehension skills and strategies while explicitly teaching students how to construct basic meaning about both literary and informational texts and master the art of discourse which leads to higher level critical and creative thinking Boyles shows intermediate teachers how to embed the Common Core State Standards into small group instruction and provides all of the rubrics checklists planning templates and prompts necessary to implement these instructional formats in both the book and the included CD The useful CD also contains target sheets matched to each objective that explain how to find the best evidence to meet the objective Let Rethinking Small group Instruction maximize the power of your small group instruction to differentiate your teaching and efficiently meet RTI goals and national standards at the same time *Teaching Reading* Rachel L. McCormack, Susan Lee Pasquarelli, 2009-12-09 Elementary teachers of reading have one essential goal to prepare diverse children to be independent strategic readers in real life This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research based strategies for teaching phonemic awareness phonics fluency vocabulary all aspects of comprehension and writing in response to literature Special features include sample lessons and photographs of literacy rich classrooms Uniquely interactive the text is complete with pencil and paper exercises and reproducibles that facilitate learning making it ideal for course use Readers are invited to respond to reflection questions design lessons and start constructing a professional teaching portfolio **Collaborative Strategies for Teaching Reading Comprehension** Judi Moreillon, 2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension **The Networked Library** Melissa A. Purcell, 2012-07-16 The lesson plans in this book enable educators to easily incorporate networking technologies into the classroom not just a fun enrichment activity but one that is selective and intentional to teach the required standards Our Web 2 0 world is based on participation Incorporating networking sites into classroom lesson plans invites students to participate and get involved using the digital learning styles with which they are already accustomed interacting with new information building knowledge and sharing that knowledge with an authentic responsive audience The Networked Library A Guide for

the Educational Use of Social Networking Sites demonstrates how integrating networking tools that students enjoy using can improve their learning in the classroom The book is designed to take educators who are new to networking sites from the ground up while allowing experts to jump directly into the lesson plan chapters It covers many types of networking sites that educators can use to their advantage media sharing sites including YouTube TeacherTube Wikimedia Commons and Flickr microblogs and wikis such as Wikispaces PBworks and Twitter and social networking sites including Facebook Ning and Edmodo

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

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

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

Classroom Literacy Assessment Jeanne R. Paratore,Rachel L. McCormack,2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the

learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples **A Collection of Performance Tasks and Rubrics** Charlotte Danielson,1999

A collection of 20 class tested activities corresponding to K 3 math topics *Story Squares* Denise Cunningham,Nicole Sullivan,2011-09-01 Enhance your reading comprehension lessons with Story Squares This versatile resource will encourage a love of reading in your students while developing a wide range of skills Using 40 timeless classics of children s literature students are challenged to respond to reading assignments using the skills of Language Arts Writing Higher Order Thinking and Creative Arts Students are given the power to choose the activities they wish to complete With 800 activities available readers are bound to find options that interest and inform them Story summaries teacher hints a grading rubric and a glossary of terms are included Brimming with content for both students and teachers Story Squares is a novel way to get your students reading *Multicultural Issues and Literacy Achievement* Kathryn Au,2013-09-13 This book is a sequel to the author s earlier volume entitled Literacy Instruction in Multicultural Settings In addition to extensive updating of earlier material this book extends the content coverage to include issues of power attitudes and systemic change through the application of discourse theory and critical theory In doing so however the author has tried to maintain the brevity stylistic clarity and classroom focus of the earlier volume Key features of this important new book include Teaching Flexibility Although written with the classroom needs of pre service teachers in mind theory and research are treated in sufficient depth to make the book suitable for graduate courses and for teacher study groups Issues Organization Each chapter is organized around familiar issues that characterize schools and classrooms with diverse student populations and explores these issues through new lenses that most teachers have not previously encountered Social Constructivist Perspective Critical theory discourse theory and historical perspective are introduced in order to sensitize readers to the need to recognize negative socially sustained patterns that hamper literacy achievement and replace them with positive patterns To this end each chapter asks students to maintain a running list of negative patterns along with alternative positive patterns

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12 Carol Ann Tomlinson,Cindy A. Strickland,2005-08-15 Join Carol Ann Tomlinson and Cindy A Strickland in the continuing exploration of how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit Focusing on the high school grades but applicable at all levels Differentiation in Practice Grades 9 12 will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively Inside you ll find Annotated lesson plans for differentiated units in English mathematics history science art and world languages Samples of differentiated product assignments learning contracts rubrics and homework handouts An overview of the non negotiables in differentiated

classrooms and guidelines for using the book as a learning tool An extended glossary and recommended readings for further exploration of key ideas and strategies Each unit highlights underlying standards delineates learning goals and takes you step by step through the instructional process Unit developers provide running commentary on their use of flexible grouping and pacing tiered assignments and assessments and numerous other strategies The models and insight presented will inform your own differentiation efforts and help you meet the challenge of mixed ability classrooms with academically responsive curriculum appropriate for all learners

Improving Literacy Instruction With Classroom Research Theresa A.

Deeney,2008-11-19 The author details the classroom research cycle and provides tools and sample completed projects to help educators initiate their own research and improve literacy instruction

The Collected Poems of Howard Nemerov

Howard Nemerov,2024-05-31 The former Poet Laureate of the United States Nemerov gives us a lucid and precise twist on the commonplaces of everyday life The Collected Poems of Howard Nemerov won both the National Book Award and the Pulitzer Prize in 1978 Howard Nemerov is a witty urbane thoughtful poet grounded in the classics a master of the craft It is refreshing to read his work Minneapolis Tribune The world causes in Nemerov a mingled revulsion and love and a hopeless hope is the most attractive quality in his poems which slowly turn obverse to reverse seeing the permanence of change the vices of virtue the evanescence of solidities and the errors of truth Helen Vendler New York Times Book Review

A

Collection of Performance Tasks and Rubrics Deborah Blaz,2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Nurturing Your Child's Math and Literacy in Pre-K-Fifth Grade Mary

Mueller,Alisa Hindin,2016-11-23 With recent changes in the curriculum and standards in language arts and mathematics parents often are challenged to find ways to help their children be successful in their learning endeavors While parents want to be involved in their children s education they are often unsure of their role in their children s learning and the best ways to help their children to succeed academically Moreover with the changes in how math and literacy are being taught parents often struggle with helping even first grade children with their homework In this book we set out to alleviate this struggle by offering parents a resource they can use to navigate their child s education communicate with teachers and support their children in learning mathematics and literacy After providing an overview of the current educational climate and tips for communication with teachers we share strategies and suggestions parents can use to assist their children in language arts and mathematics We provide detailed descriptions of activities games books and conversations that connect with what children will be learning at each grade level

Language Disorders from Infancy Through Adolescence - E-Book Rhea

Paul,Courtenay Norbury,2012-01-14 Language Disorders from Infancy Through Adolescence 4th Edition is the go to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment This core resource spans the entire developmental period through adolescence and uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties

that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends instruction best practices and social skills assessment Comprehensive text covers the entire developmental period through adolescence Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice Straightforward conversational writing style makes this book easy to read and understand More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts UNIQUE Practice exercises with sample transcripts allow you to apply different methods of analysis UNIQUE Helpful study guides at the end of each chapter help you review and apply what you have learned Versatile text is perfect for a variety of language disorder courses and serves as a great reference tool for professional practitioners Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders Communication development milestones are printed on the inside front cover for quick access Chapter objectives summarize what you can expect to learn in each chapter Updated content features the latest research theories trends and techniques in the field Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech language pathologist on school literacy teams and in response to intervention New reference sources Student Professional Resources on Evolve include an image bank video clips and references linked to PubMed

Linking Assignments to Assessments Deborah Crusan,Todd Ruecker,2022-05-31 Linking Assignments to Assessments is designed for teachers in training in TESOL programs future preK 12 teachers and practicing instructors who need to integrate assessment into classrooms Educators seeking fair and accessible assessment practices for English learners will find helpful information on language acquisition and differentiated instruction The book shares foundational information on the importance of assessment literacy and on how language acquisition student backgrounds and language standards need to be considered Linking Assignments to Assessments offers step by step instructions on creating effective assessments for listening and reading speaking and writing grammar and vocabulary Teachers are provided context for understanding standardized assessments and strategies to advocate for and prepare English learners in high stakes assessment contexts Each chapter includes activities discussion questions and strategies for developing an assessment philosophy to help educators link their theory and practice *Solving the Assessment Puzzle Piece by Piece* ,2011

Teaching to Exceed the English Language Arts Common Core State Standards Richard Beach,Amanda Haertling Thein,Allen Webb,2012-06-25 As the new English Language Arts Common Core State Standards take hold across the United States the need grows for pre service and in service teachers to be ready to develop curriculum and instruction that addresses their requirements This timely thoughtful and comprehensive text directly meets this need It delineates a literacy practices and critical engagement curriculum framework for 6 12 English language arts education that explains and

illustrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective that is firmly grounded in current literacy learning theory and research The first 6 12 English language arts methods text to be aligned with the Standards this book also addresses their limitations formalist assumptions about literacy learning limited attention to media digital literacies lack of attention to critical literacies and questionable assumptions about linking standards and text complexity to specific grade levels Specific examples of teachers using the literacy practices critical engagement curriculum framework in their classrooms shows how these limitations can be surpassed Features Moves the CCSS framework into a view that literacy is a contextualized social practice Challenges simplistic models that homogenize adolescent learners Adds the important element of critical literacy to English language arts classrooms Provides specific examples of teachers in action implementing these practices Interactive Companion Website with student and instructor resources The Website is designed to foster interactivity through participation in an online teaching planning simulation with a text video or case on one side of the screen and a chat box for instructors and students to share their reactions and planning ideas The Companion Website is linked to a wiki that serves as a repository for links activities units and further reading

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