

Rubric for Narrative Writing—Sixth Grade

	Grade 4 (1 POINT)	15 PTS	Grade 5 (2 POINTS)	25 PTS	Grade 6 (3 POINTS)	35 PTS	Grade 7 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It reads like a story, even though it might be a true account.	Mid-level	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.	Mid-level	The writer created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.	
Lead	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	Mid-level	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.	Mid-level	The writer wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It includes details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.	
Transitions	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later).	Mid-level	The writer not only used transitional phrases and clauses to signal complicated changes in time, she also used them to alert her readers to changes in the setting, tone, mood, point of view, or time in the story (such as <i>suddenly</i> , <i>unlike before</i> , <i>if only she had known</i>).	Mid-level	The writer used transitional phrases and clauses to connect what happened to why it happened (if he hadn't . . . he might not have, because of, although, little did she know that).	

Teachers College Reading And Writing Project Rubrics

Edward P. St. John



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Handbook of Formative Assessment in the Disciplines Heidi L. Andrade, Randy E. Bennett, Gregory J. Cizek, 2019-05-14
The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward student achievement Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises **Differentiated Literacy Instruction** Sharon Wapole, Michael C. McKenna, Zoi A. Philippakos, John Z. Strong, 2017-07-05 C 2 Template for Assessment Data Compilation Form C 3 Literacy Assessment Correlation Chart Author Index Subject Index **The Vulnerable Heart of Literacy** Elizabeth Dutro, 2019-08-23 What is trauma and what does it mean for the literacy curriculum In this book elementary teachers will learn how to approach difficult experiences through the everyday instruction and interactions in their classrooms Readers will look inside classrooms and literacies across genres

to see what can unfold when teachers are committed to compassionate critical and relational practice Weaving her own challenging experiences into chapters brimming with children's writing and voices Dutro emphasizes that issues of power and privilege matter centrally to how attention to trauma positions children The book includes questions and prompts for discussion reflection and practice and describes pedagogies and strategies designed to provide opportunities for children to bring the varied experiences of life including trauma to their school literacies especially their writing in positive meaningful and supported ways Book Features Offers a reconceptualization of trauma as a source of connection reciprocity knowledge and literacy engagement Identifies three key tenets that teachers can follow to ensure that children's experiences and perspectives are honored Shares classroom stories and literacy lessons including many examples of children's writing Includes sum up reflections and discussion prompts Provides up to date lists of resources Day by Day Ruth Ayres, Stacey Shubitz, 2010 This book is a collaborative not isolated approach to teaching writing The book is organized around six fundamental components of writing workshop Each component is broken down into ten day sections so you can explore the topic in depth The authors provide daily encouragement support practical strategies tips advice and everything you need to run an effective writing workshop book cover

Developing Writing Teachers Terry Locke, 2014-08-07 The premise of Developing Writing Teachers is this When teachers of writing identify as writers it adds a special dimension to their writing pedagogy Practical and accessible while drawing on a range of relevant research and theory this text is distinguished by its dual focus on teachers as writers and the teaching of writing Part I addresses the question What does it take for a teacher of writing to develop an identity as writer Using case studies and teacher narratives it guides readers to an understanding of the current status of writing as the 21st century unfolds the role of expressive writing in developing a writing identity the relationship of writing to genre and rhetoric writing and professional identity and writing as design Part II focuses on pedagogical practice and helping writer teachers develop a toolkit to take into their classrooms Coverage includes building a community of writing practice the nature of writing as process the place of grammar the role of information communication and representational technologies and how assessment properly used can help develop writing Ideal for pre service and in service courses on the teaching of writing the Companion Website provides additional readings documents PowerPoint presentations assessment resources and lesson and unit plans and planning guides

A Close Look at Close Reading Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson, 2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an

already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start their journey

Beyond Leveled Books Karen Szymusiak, Franki Sibberson, Lisa Koch, 2008 In the first edition of *Beyond Leveled Books* Franki Sibberson and Karen Szymusiak offered a much needed perspective on moving transitional readers from the basic supports of leveling to independent book selection Seven years later drawing on their continued research and expanding roles as authors and literacy consultants Franki and Karen along with colleague Lisa Koch present a new updated and expanded edition of this useful and eye opening book Education Reviews 2001 In *Beyond Leveled Books Second Edition* the authors provide even more resources to help teachers understand and meet the needs of transitional readers The key topic of series books has been revised and enlarged with charts outlining new series with the challenges they pose and supports readers need New lessons have been added and most chapters now include a related article from a literacy expert Some of the contributors include Kathy Collins Larry Swartz and Mary Lee Hahn The book also features an entirely new section covering grades K 1 that explores the uses and limitations of leveled texts in primary reading instruction Among the highlights of this new section are ideas for how to organize your classroom library and a list of great books to use alongside leveled text in supporting new readers Packed with examples of classroom instruction sample mini lessons strategies for small group instruction assessment techniques and student work this new edition expands what was once a great little book that filled a gap for teachers in intermediate grades into an essential resource for independent reading instruction from grades K 5

Teaching Kids with Learning Difficulties in Today's Classroom Susan Winebrenner, Lisa Kiss, 2017-02-28 A gold mine of practical easy to use teaching methods strategies and tips to improve learning outcomes for students who score below proficiency levels This fully revised and updated third edition of *Teaching Kids with Learning Difficulties in Today s Classroom* provides information on integrated learning problem solving and critical thinking in line with Common Core State Standards and 21st century skills It

reflects the use of technology and schoolwide cluster grouping in support of all students and includes proven practical classroom tested strategies and step by step instructions for how to use them Sidebars throughout highlight special information for working with students on the autism spectrum tech tips describe technologies that are especially useful for kids with LD Digital content includes all of the book s customizable forms additional content organization charts and a PDF presentation for book study groups and professional development

Reading, Writing, and Thinking Paul L. Thomas, Joe Kincheloe, 2006-01-01 In a world gone mad with standardized curricula and the degradation of the profession of teaching P L Thomas and Joe Kincheloe attempt to bring sanity back to the discussion of the teaching of some of the basic features of the educational process In *Reading Writing and Thinking The Postformal Basics* the authors take on the rational irrationality of current imperial pedagogical practices providing readers with provocative insights into the bizarre assumptions surrounding the contemporary teaching of reading writing and thinking The authors are obsessed with producing an accessible book for multiple audiences parents teachers scholars of education that moves beyond critique to a new domain of the social and educational imagination Readers of Thomas and Kincheloe s book embark on a mind trip beginning with what is and moving to the realm of what could be In this context they introduce readers to a critical theory of thinking postformalism that moves the social and educational conversation to a new terrain of individual and social consciousness Tired of the same educational policies and solutions in the teaching of reading writing and thinking the authors become socio psychic explorers who move readers past the boundaries of contemporary pedagogical perception

The Socially Networked Classroom William Kist, 2010 This book demonstrates how pioneering teachers have successfully integrated screen based literacies into their instruction book cover

Digital Reading and Writing in Composition Studies Mary R. Lamb, Jennifer M. Parrott, 2019-03-13 As digital reading has become more productive and active the lines between reading and writing become more blurred This book offers both an exploration of collaborative reading and pedagogical strategies for teaching reading and writing that reflect the realities of digital literacies This edited scholarly collection offers strategies for teaching reading and writing that highlight the possibilities opportunities and complexities of digital literacies Part 1 explores reading and writing that happen digitally and offers frameworks for thinking about this process Part 2 focuses on strategies for the classroom by applying reading theories design principles and rhetorical concepts to instruction Part 3 introduces various disciplinary implications for this blended approach to writing instruction What is emerging is new theories and practices of reading in both print and digital spaces theories that account for how diverse student readers encounter and engage digital texts This collection contributes to this work by offering strategies for sustaining reading and cultivating writing in this landscape of changing digital literacies The book is essential for the professional development of beginning teachers who will appreciate the historical and bibliographic overview as well as classroom strategies and for busy veteran teachers who will gain updated knowledge and a renewed commitment to teaching an array of literacy skills It will be ideal for graduate seminars in

composition theory and pedagogy both undergraduate and graduate and teacher education courses and will be key reading for scholars in rhetoric and composition interested in composition history assessment communication studies and literature pedagogy Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 **How to Align Literacy Instruction, Assessment, and Standards** Nancy L. Akhavan,2004 In this book Nancy Akhavan details the stories and strategies that enabled her school to move from under performing status to one in which students achieve and teachers have a whole new understanding of targeted instruction sensitive assessment and meaningful curriculum There is much to appreciate in what she says from her attention to thinking small and understanding the power of the details her emphasis on planning and goal setting to the seriousness with which she takes the standards and incorporates them into the life of the classroom Drawing on the work of the best in the business Lucy Calkins David and Yvonne Freeman and Tony Alvarado Akhavan made professional development the heartbeat of her school as she helped her faculty understand that their work begins and ends with continuous assessment of their students Now she helps readers of her book learn how child centered assessment leads to strategic instruction how to best support multilingual learners how to organize for yearlong learning how to think through precise workshop instruction in minilessons how to develop meaningful curriculum around units of study how to create a vibrant school community where standards and accountability stem from regular assessment and examination of instructional practices Akhavan provides immediately useful information for any elementary teacher principal or curriculum developer Read her book and understand how to use standards as a way to connect meaningful instruction to students not as a bar that students have to reach or a barrier to real teaching and learning *The Many Faces of School Library Leadership* Sharon Coatney,Violet H. Harada,2017-03-29 Completely revised with even more contributions added by practicing school librarians this book further examines the responsibility to lead in many areas and identifies the real world day to day application of established theory and best practices In today s educational landscape school librarians need to lead the way in many areas including advocacy literacy technology curriculum vision collaborative instruction and intellectual freedom All of these areas are vital to building and sustaining a school library program that enhances and encourages student achievement as well as to providing enhanced services to students and faculty This revised edition of *The Many Faces of School Library Leadership* offers invaluable insights from recognized leaders in the field of school librarianship that detail leadership roles embraced by accomplished practitioners and consider the research regarding best practices An essential read for practicing school librarians as well as for pre service school librarians it offers today s school librarians actionable advice for strengthening their roles underlining their value and protecting their future all while boosting student learning and achievement The expert guidance and perspectives in this book will bolster those who are facing enormous challenges to meet them and allow school library staff to protect their jobs and to save school library programs from extinction Assessing Writers Carl Anderson,2005 Anderson offers smart ready to use ideas for assessment **Reading,**

Writing, and Literacy 2.0 Denise Johnson, 2014 In today's high stakes testing environment integrating technology into the curriculum is often seen as something extra or for use with a few special projects With the growth in Internet use by even the youngest children educators urgently need a practical introduction to online literacy and reading comprehension Reading Writing and Literacy 2.0 offers that and more by providing tools and teaching strategies for incorporating online reading and writing into classroom learning as well as a host of web resources that teachers can draw on to make this happen All this without endless hours of searching Denise Johnson's book connects to the Common Core State Standards and is organized around the Technological Literacy Assessment of the National Assessment of Education Progress NAEP which focuses on three areas that characterize a technologically literate person knowledge capabilities and critical thinking and decision making This resource provides everything reading teachers need to begin using technology to deepen and enrich literacy learning for all students In addition the author maintains a companion blog to update and add helpful teaching links Book Features An explanation of the concept and practices of literacy 2.0 and how it differs from literacy 1.0 Specific examples and resource links for using technology with diverse learners in the K-8 classroom including translation sites and multilingual materials Examples of teacher to student and student to student wiki and blog interactions Companion blog offers ongoing support including links to resources new teaching tools classroom examples and more There are many things that I love about this book It is written with a voice wise to both the opportunities and the challenges of classroom teaching It also contains a vast number of ideas that can be immediately used in your classroom Of course too it describes effective teaching of new literacies with so many new technologies In addition it begins by providing a clear and compelling framework to put all of the upcoming ideas into a package that will make perfect sense to any teacher From the Foreword by Donald J Leu Neag Chair in Literacy and Technology University of Connecticut Neag School of Education Written in a clear and practical format this book weaves research based practices across print and digital literacy worlds into engaging learning communities for younger and older readers alike Denise Johnson's innovative lessons and assessment ideas provide step by step supports for designing curriculum in a Web 2.0 world Julie Coiro University of Rhode Island [Generation 1.5 in College Composition](#) Mark Roberge, Joel Spring, 2008 **Left Behind** Edward P. St. John, 2015-11-30 This book argues that American cities have been engaged for the past three decades in a radical but failing effort to transform general and vocational high schools into college preparatory institutions By examining the educational reforms in four urban charter schools across the United States and four public high schools in New York City it reveals how educators contend with the challenge of developing new courses while providing social support for students to build college going cultures *Handbook of Writing Research* Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2008-01-14 Presents a collection of essays discussing the theories and models of writing research

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