

## Summarizing Rubric - Non-Fiction

Name: \_\_\_\_\_

Text: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Knowledge &amp; Understanding</b> -shows understanding of content and of summarizing strategy (concept, ideas, relationship among ideas, uses key vocabulary)	I have <b>not</b> explained the main idea of the text; I included <b>little to no</b> important facts to support the main idea.  I have <b>not</b> used key vocabulary from the text.	I have explained <b>some</b> of the main idea of the text; I included <b>some</b> important facts to support the main idea.  I have used a <b>few</b> key vocabulary from the text.	I have explained the main idea of the text; I included <b>many</b> of the important facts to support the main idea.  I have used <b>several</b> key vocabulary from the text.	I have <b>clearly</b> explained the main idea of the text; I included <b>all/almost all</b> of the important facts to support the main idea.  I have used <b>many</b> key vocabulary from the text.
<b>Thinking</b> -use of processing skills (making inferences, synthesizing, forming conclusions)	I have <b>not</b> explained the key message/purpose of the text.	I have <b>partially</b> explained the key message/purpose of the text.	I have <b>effectively</b> explained the key message/purpose of the text.	I have <b>clearly and thoroughly</b> explained the key message/purpose of the text.
<b>Communication</b> -expression and organization of ideas and information (logical organization, uses own words)	I have <b>not</b> put important ideas in logical order,  I have <b>not</b> written the summary in my own words; I copied <b>many</b> phrases and sentences from the text.	I have put <b>some</b> of the important ideas in logical order,  I have <b>somewhat</b> written the summary in my own words; I copied <b>some</b> phrases from the text.	I have put <b>most</b> of the important ideas in logical order,  I have <b>effectively</b> written the summary in my own words.	I have put <b>all</b> the important ideas in logical order,  I have <b>thoroughly</b> written the summary in my own words.

Next time (I will): \_\_\_\_\_

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# Rubric For Nonfiction Summarizing

**Lorrie Stoops Verplaetse, Naomi  
Migliacci**



## **Rubric For Nonfiction Summarizing:**

**Nonfiction Strategies That Work** Lori G. Wilfong, 2014-04-03 Teachers are being bombarded with ideas for teaching nonfiction but what really works In this essential book dynamic author Lori G Wilfong describes ten best practices for teaching nonfiction and how to implement them in the classroom She also points out practices that should be avoided helping you figure out which strategies to ditch and which to embrace Topics covered include Finding quality differentiated texts to teach content Selecting support strategies with purpose Providing students with a range of scaffolds for effective summary writing Purposely selecting vocabulary words to support content learning Working with students to develop strategies to cite textual evidence Using text structure as both a reading and writing tool for analyzing nonfiction And much more Every chapter begins with an engaging scenario and ends with action steps to help you get started The book also contains tons of handy templates that you can reproduce and use in your own classroom *Differentiation Strategies for Language Arts*

Wendy Conklin, 2009-08-15 Written specifically for K 12 language arts teachers this resource provides the nuts and bolts of differentiation Presented in an easy to implement format this handy notebook is designed to facilitate the understanding and process of writing differentiated lessons to accommodate all readiness levels learning styles and interests The lessons are based on various differentiation strategies including tiered assignments tiered graphic organizers leveled questions multiple intelligences leveled learning centers problem based learning independent investigations and reading buddies *Ad*

*Activities for a Differentiated Classroom Level 5* Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 5 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD **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

Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 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 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 **Survival on Reef** Colleen Kessler, 2005 This challenging activity book addresses many essential skills and knowledge contained in the National Science Teachers Association standards The activities are focused on the exciting environment of a coral reef its inhabitants and the ways these inhabitants have adapted to their world Gifted and advanced learners in grades 2 3 are provided opportunities to take real world action to help protect the environment Rubrics and answer keys are provided to help assess student work Book jacket **Nonfiction Reading Power** Adrienne Gear, 2008 Help students think while they read in all subject areas with the key skills of connecting questioning visualizing inferring and synthesizing **Teaching English Language Learners** Michaela Colombo, 2011-03-08 Forty three evidence based strategies for teaching English language learners Ideal as a supplementary text for a variety of courses and as a guide for in service teachers and for professional development settings Teaching English Language Learners 43 Strategies for Successful K 8 Classrooms provides teachers of all content areas with a broad practical approach to teaching English language learners in the regular classroom setting 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 Reality Checks Tony Stead,2006 Presents a guide for teachers on developing reading comprehension in the classroom through a nonfiction reading and writing curriculum

*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

**Hands-On Literacy, Grade 5** Mark Hess,2022-12-30 This practical resource is a compendium of authentic and hands on literacy activities that will engage challenge and delight students Specifically targeting Grade 5 these lessons and strategies enhance literacy instruction and encourage critical thinking Aligned with current standards and principles of literacy instruction the lessons will inspire GenZ and future generations of students by allowing them to explore literacy through graphic design public speaking improvisation smartphones and video art music and more The original and entertaining activity sheets graphic organizers and examples are ready to be used or adapted to a wide variety of stories novels and nonfiction With fully developed lesson plans the practical resources in this book will motivate students of all backgrounds including English language learners gifted and twice exceptional learners and all students who are comfortable

or not yet comfortable in the English classroom This book is the second in a set of three literacy titles focused on Grades 4 5 and 6 Each book contains lessons and units to help develop deeper learning and encourage student creativity **Storytown Ride the Edge Theme 3 Grade 5** Harcourt School Publishers, Isabel L. Beck, 2005 **Harcourt School Publishers** **Storytown** Harcourt School Publishers, HSP, 2005-12 **It's a Fact! Developing Non-Fiction Reading Comprehension Skills Gr. 4-6** , **Inclusive Pedagogy for English Language Learners** Lorrie Stoops Verplaetse, Naomi Migliacci, 2017-09-25 In this Handbook leading researchers teacher educators and expert practitioners speak to current and future educators and educational leaders in understandable language about the research that informs best practices for English language learners integrated into the K 12 public school system Responding to current state and federal mandates that require educators to link their practices to sound research results it is designed to help educators to define select and defend realistic educational practices that include and serve well their English language learning student populations A critical and distinctive feature of this volume is its non technical language that is accessible to general educators who have not been trained in the fields of second language development and applied linguistics Each chapter begins with a thorough discussion of the recommended practices followed by a description of the research that supports these practices The rigor of reported research is contained but this research is written in a lay person s terminology accompanied by bibliographies for readers who wish to read about the research in technical detail The volume is structured around four themes In the Elementary Classroom In the Middle and Secondary Classroom School and Community Collaboration School and District Reform Inclusive Pedagogy for English Language Learners is intended for current and future educational administrators all educators who have a keen interest in school reform at the classroom school or district level and staff developers policy makers parents and community groups and anyone interested in the successful education of linguistically and culturally diverse students **Guided Listening** Lisa Donohue, 2007 This comprehensive guide offers a framework for using read aloud and other oral language experiences to build reading comprehension skills and help students record share value and interpret ideas These organizational tools free students to listen more attentively organize their responses and watch for subtle clues such as body language that are an important part of listening The book is organized around common reading strategies including making inferences and predictions making connections visualizing asking questions and synthesizing Tools to complement these strategies include reproducible graphic organizers rubrics forms for recording student progress and numerous worksheets *Teaching Guide* Dorling Kindersley Publishing Staff, 2003-05-01 Each easy to read nonfiction book for younger students introduces animal life cycles similarities and differences adaptations habitats communication interdependence and needs With crisp close up color photographs and higher level thinking questions built into each text this innovative series engages new readers in their own learning

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web aug 2 2004 there is a saying less is more which means that when something is understated or done in a low key manner it s much more effective than if it were done with a lot of fanfare and exaggeration when the speaker says less is not more he is saying that in animation one cannot afford to be understated and must exaggerate

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