

BIO POEM WRITING RUBRIC

Student's Name: _____

	1 - Below Grade Level. Skills are limited; support is often needed.	2 - Approaching Grade Level. Skills are near grade level expectations, but some support is needed.	3 - At Grade Level. Skills are at grade level. No support needed; able to work independently.	4 - Above Grade Level. Skills are above expectations for grade.
Follows the directions for a bio poem	<input type="checkbox"/> Student completes only a few or none of the component statements.	<input type="checkbox"/> Student completes most component statements, or completes all with assistance.	<input type="checkbox"/> Student completes all component statements.	<input type="checkbox"/> Student completes all component statements.
Content	<input type="checkbox"/> Character is not reflected in the poem. <input type="checkbox"/> No creativity shown. <input type="checkbox"/> Very little to no knowledge of the character is evident.	<input type="checkbox"/> Character is partially reflected in the poem. <input type="checkbox"/> Some creativity is apparent. <input type="checkbox"/> Some knowledge of the character is evident.	<input type="checkbox"/> Character is reflected in the poem. <input type="checkbox"/> Creativity is apparent. <input type="checkbox"/> Knowledge of the character is evident.	<input type="checkbox"/> Character is thoroughly reflected in the poem. <input type="checkbox"/> High level of creativity is apparent. <input type="checkbox"/> Demonstrates a strong knowledge of the character.
Language: Grammar and Usage	<input type="checkbox"/> Many word choice, punctuation, and usage errors. <input type="checkbox"/> Numerous grammar errors. <input type="checkbox"/> Many misspelled words. <input type="checkbox"/> Written phrases and sentences lack clarity or coherence.	<input type="checkbox"/> Some word choice, punctuation, and usage errors. <input type="checkbox"/> Some grammar errors. <input type="checkbox"/> Some misspelled words. <input type="checkbox"/> Some written phrases and sentences are clear and coherent.	<input type="checkbox"/> No more than one or two word choice, punctuation, or usage errors. <input type="checkbox"/> No more than one or two grammar errors. <input type="checkbox"/> No more than one or two misspelled words. <input type="checkbox"/> Most written phrases and sentences are clear and coherent.	<input type="checkbox"/> No word choice, punctuation, or usage errors. <input type="checkbox"/> No grammar errors. <input type="checkbox"/> No misspelled words. <input type="checkbox"/> All written phrases and sentences are clear and coherent.
Presentation and Publication	<input type="checkbox"/> Poem is difficult to read. <input type="checkbox"/> If typed, font, type style and color is inappropriate.	<input type="checkbox"/> Poem is mostly legible. <input type="checkbox"/> If typed, two color choices in font, type style or color.	<input type="checkbox"/> Poem is legible. <input type="checkbox"/> If typed, either font, type style or color is inappropriate.	<input type="checkbox"/> Poem is legible and pleasing to read. <input type="checkbox"/> If typed, good choices for font, type style and color. <input type="checkbox"/> Adds additional enhancements, such as picture or graphic elements.

Elementary Bio Poem Rubric

M Lipman



Elementary Bio Poem Rubric:

The Learning-to-write Process in Elementary Classrooms Suzanne Bratcher,2012-07-26 This text models for teachers how to help children learn and write by establishing comfort with writing building confidence and developing competence Several themes run through the learning to write process presented in this text Writing is communication Writing is a powerful tool for learning How children feel about their writing and themselves as writers affects how they learn to write Teachers are coworkers with students children from many backgrounds can learn to write together The text synthesizes what we know about how children learn how we write and what we write into a process of teaching children to write It is intended to serve as a starting place for developing theories of how to best teach writing **Culturally Informed**

Literacy Instruction in the Elementary Classroom Priscilla L. Griffith,Jiening Ruan,2023-05-25 This text introduces an original scalable instructional framework called Telling Our Stories TOS an approach for supporting culturally informed literacy instruction in the elementary classroom Connecting the theory to practice the TOS framework centers the cultural heritage and experiences of students and offers a roadmap to scientifically and pedagogically sound instruction Aligned with current curriculum standards chapters feature authentic examples and case studies reflection questions and writing activities that will foster a culture of inclusion community and academic rigor The many practical strategies promote students learning and appreciation of diversity through academic reading and writing as well as positive school family and school community relations Readers will come away with new ideas tools and a thorough understanding of how to integrate culturally informed practices in ways that support the learning of all children Accessible and comprehensive this is an essential text for pre service teachers in courses on ELA methods and literacy instruction as well as practicing teachers

Resources in Education ,1998-07 *Elementary Social Studies* June R. Chapin,2009 *Elementary Social Studies A Practical Guide* 7 e is designed to focus on central concerns in teaching social studies in a standards based environment This is a brief text which enables teachers to successfully implement a social studies curriculum with concepts strategies and values relevant to elementary and middle grades *Becoming a Teacher of Reading* Susan Davis Lenski,Susan L. Nierstheimer,2004 A core text for introduction to reading and beginning reading courses This new developmentally organized social constructivist reading methods text follows children s literacy progress as they develop from being early readers to being interpretive readers to being independent critically thinking readers It weaves together integrated discussion of skills strategies and assessment procedures The authors place the reader squarely in today s reading classroom grounding theoretical discussions with self regulating pedagogy and connects ideas to Interstate New Teachers Assessment and Support Consortium INTASC Principles as well as IRA NCTE Standards The result is a polished engaging text that will quickly instill in future teachers the joy of helping children learn to read and read to learn **The Athenaeum** ,1893

Athenaeum ,1893 General Catalogue of the Public Library of Detroit, Mich. Supplement Detroit Public Library,1899

Contents 1 1889 1893 2 1894 1898 3 1899 1903 **The Athenæum** ,1893 **The Bookseller** ,1875 Hermann Lotze
 William R. Woodward,2015-06-09 As a philosopher psychologist and physician the German thinker Hermann Lotze 1817 81
 defies classification Working in the mid nineteenth century era of programmatic realism he critically reviewed and
 rearranged theories and concepts in books on pathology physiology medical psychology anthropology history aesthetics
 metaphysics logic and religion Leading anatomists and physiologists reworked his hypotheses about the central and
 autonomic nervous systems Dozens of fin de si cle philosophical contemporaries emulated him yet often without
 acknowledgment precisely because he had made conjecture and refutation into a method In spite of Lotze s status as a
 pivotal figure in nineteenth century intellectual thought no complete treatment of his work exists and certainly no effort to
 take account of the feminist secondary literature Hermann Lotze An Intellectual Biography is the first full length historical
 study of Lotze s intellectual origins scientific community institutional context and worldwide reception **General**
Catalogue of the Public Library of Detroit, Mich. First-third Supplement. 1889-1903: 1894-1898 Detroit Public
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 1913 14 include an extra number The Christmas bookseller separately paged and not included in the consecutive numbering
 of the regular series **The Saturday Review of Politics, Literature, Science and Art** ,1873 **General Catalogue of**
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The Ecclesiastical gazette, or, Monthly register of the affairs of the Church of England ,1849 **The Publishers**
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