

Fairytale Adaptation Writing Rubric / Self-Assessment Guide

	3 Points	2 Points	1 Point	0 Points	Total Points /10
Scenes	There are at least <u>three full scenes</u> in my story. There is <u>effort</u> put forth in <u>each scene</u> .	There are <u>two full scenes</u> in my story. There is <u>some effort</u> put forth in <u>each scene</u> .	There is <u>one full scene</u> in my story. There is <u>some effort</u> put forth in <u>each scene</u> .	There is a <u>developing scene</u> . There is <u>little effort</u> put forth in my writing.	
Story length	I have at least <u>four completed sentences</u> in each scene. My story is <u>well developed</u> with a beginning, middle, and end.	I have <u>four sentences</u> that <u>may not be completed</u> in each scene. My story is <u>developing</u> with parts of a beginning, middle, and end.	I have <u>four sentences</u> that <u>may not be completed</u> in each scene. My story may be <u>missing parts</u> of a beginning, middle, or end.	I have <u>less than four sentences</u> in each scene. My story <u>lacks a clear beginning, middle, and end</u> .	
Narration	My story begins with <u>narration</u> and has at least <u>two narrations</u> within the story that 'stitch the scenes together'.	My story begins with <u>narration</u> and <u>may have narration</u> within the story that 'stitch the scenes together'.	My story <u>does not begin with narration</u> or <u>lacks narration</u> within the story that 'stitch the scenes together'.	My story <u>does not have narration</u> in the beginning or within the story that 'stitch the scenes together'.	
Dialogue	My story has characters that <u>speak</u> to each other within each scene.	My story has characters that <u>speak</u> to each other within <u>some scenes</u> .	My story has characters that <u>speak</u> , but they do <u>not talk to each other</u> .	My story <u>does not</u> have characters that <u>speak</u> .	
Figurative language	My story <u>paints a picture</u> with words. The reader can see what the characters <u>look like</u> and where the <u>setting is</u> .	My story <u>sometimes paints a picture</u> with words. The reader can see either what the characters <u>look like</u> or where the <u>setting is</u> .	My story has a few words that could <u>paint a picture</u> . The reader has an idea of what the characters or <u>setting is</u> .	My story <u>does not</u> have words that <u>paint a picture</u> . The reader <u>does not have an idea</u> of what the characters or <u>setting is</u> .	
Writing Effort	I wrote <u>every day</u> during writing block. I put forth <u>great effort</u> .	I wrote <u>mostly every day</u> during writing block. I put forth	I wrote <u>some days</u> during writing block. I put forth <u>occasional</u>	I <u>did not write</u> during writing block. I <u>did not put effort</u> forth in	

Fairy Tale Rubric 3rd Grade

Daniel M. Perna, James R. Davis



Fairy Tale Rubric 3rd Grade:

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them *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 **Great Performances** Larry Lewin, Betty Jean Shoemaker, 1998 This book presents an approach to developing performance assessments It begins with four steps for Info In and moves to four Info Out modes through which students can make their content understanding explicit for evaluation purposes The first chapter is an overview of performance assessment in the classroom Chapter 2 discusses the Info In model and the key processes of reading listening manipulating and viewing Chapter 3 explores the first Info Out mode visual representations Chapters 4 5 and 6 examine the three additional Info Out modes writing oral presentations and large scale substantive projects and performances The final chapter summarizes strengths and weaknesses of classroom based performance assessments An appendix contains the Oregon Writing Scoring Guide for middle school Contains 64 figures and 23 references SLD **Poetry and Fairy Tales** Amy Price Azano, Tracy C. Missett, Carolyn M. Callahan, 2021-09-09 The CLEAR curriculum developed by University of Virginia's National Research Center on the Gifted and Talented is an evidence based teaching model that emphasizes Challenge Leading to Engagement Achievement and Results In Poetry and Fairy Tales Language Arts Units for Gifted Students in Grade 3 students will read and analyze various forms of poetry and write their own poetry anthology They will learn how to identify and use figurative language to create concrete images from abstract ideas In the fairy tales unit students will study fairy tales and folklore to understand how and why societal norms and mores are culturally transmitted These units focus on critical literacy that includes reading diverse sources understanding bias and cultural contexts and creating informed consumers of information Grade 3 Text Structures From Fairy Tales Gretchen Bernabei, Judi Reimer, 2018-12-28 Standardized tests and college essay prompts

demand that students produce quality analytical writing about abstract concepts But how do you actually teach this kind of writing Award winning authors Gretchen Bernabei and Judi Reimer make it easy and fun This book includes 35 engaging lessons that give students just the focused practice they need to craft effective analytical writing for any situation Centered on classic fairy tales and designed for students of all ages each lesson includes a writing prompt accompanied by a planning framework Students write a truism select or create a text structure and write a kernel essay that serves as scaffolding for a detailed rhetorical piece With practice students move from depending on teacher guidance to becoming autonomous analytical writers The teacher friendly layout and built in flexibility of the book empower you to Use each fairy tale lesson for reading for writing or for both Cluster lessons around a particular literacy concept or use each as a standalone lesson Pair fairy tales thematically with other readings Customize the text structure options to meet the needs of your individual students Encourage students to create their own text structures Teach students simple ways to expand their ideas into detailed rich essays Additional ideas for how to use the lessons a complete collection of text structures craft lessons on revision and a list of conversation strategies are also included Put Text Structures From Fairy Tales to work in your classroom and soon your students will be writing happily ever after *Learning Through Writing: Grade 3* Kathleen Kopp, 2008 WINNER OF THE 2009 ASSOCIATION OF EDUCATIONAL PUBLISHERS DISTINGUISHED ACHIEVEMENT AWARD AND THE 2010 TEACHERS CHOICE AWARD FOR THE CLASSROOM Use writing to teach the content areas Check students content area knowledge writing skills and critical thinking at the same time Fun authentic writing activities for language arts math science social studies and health nutrition take students through the entire writing process from brainstorming to publishing while letting imaginations soar This content area writing series includes one grade level book each for third fourth and fifth grade offering the flexibility to pick from a variety of activities Choose the activities from each grade that appeal most to your students or use only the book for your grade to match your students skill levels and target grade appropriate content area topics and writing skills Each ready to go activity includes lesson plans extensions rubrics student worksheets and examples clearly lists objectives materials and teacher preparation needed and what prior knowledge and skills are being targeted is easily differentiated to meet students needs can be used on its own with other content area activities or as class time allows connects to national content area and writing standards reflects grade appropriate language and writing skills Publishing ideas bibliographies student checklists and correlations to commonly taught writing standards and craft skills make this resource complete and easy to use You ll never run out of authentic ways to make learning through writing fun **Differentiation That Really Works** Cheryll M. Adams, Rebecca L. Pierce, 2021-09-03 Differentiating requires more than just a simple bag of tricks Teachers need to have concrete strategies if they want to provide choice and challenge for all learners in their classroom The strategies included in this book were chosen based on their ease of implementation and modification In addition they all encourage student engagement provide inherent

opportunities for differentiation and are appropriate for multiple grade levels Differentiation That Really Works provides time saving strategies and lesson ideas created and field tested by practicing professionals in their own heterogeneous classrooms These lessons can be used as written or can be modified to meet the needs of a particular classroom The book also provides templates that can be used to develop new lessons using each strategy These strategies including exit cards choice boards cubing graphic organizers learning contracts and tiered lessons help pave the way to a differentiated classroom that meets all students needs Grades 3-5 **The Common Core Companion: Booster Lessons, Grades 3-5** Leslie

Blauman,2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to The Common Core Companion Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into five week long learning sequences addressing key literacygoals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you ll build the instructional potency to help students achieve a year s worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features Collections of Performance Tasks & Rubrics Deborah Blaz,2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers 180 Days of Writing for Sixth Grade: Practice, Assess, Diagnose Conklin, Wendy,2017-03-01 180 Days of Writing is an easy to use resource that provides sixth grade students with practice in writing argument opinion informative explanatory and narratives pieces while also strengthening their language and grammar skills Centered on high interest themes each two week unit is aligned to one writing standard Students interact with mentor texts during the first week and then apply their learning the next week by practicing the steps of the writing process prewriting drafting revising editing and publishing Daily practice pages make activities easy to prepare and implement as part of a classroom morning routine at the beginning of each writing lesson or as homework Genre specific rubrics and data analysis tools provide authentic assessments that help teachers differentiate instruction Develop enthusiastic and efficient writers through these standards based activities correlated to College and Career Readiness and other state standards **Aligning Standards and Curriculum for Classroom Success** Daniel M. Perna,James R.

Davis,2006-08-04 The authors have designed a process that respects the teacher s professionalism and works to collaborate

with stakeholders in a discussion about standards and possible educational outcomes without becoming mechanical From the Foreword by Fenwick W English Create a standards based instructional plan that works In recent years educational reform has required standards based instruction and high levels of accountability from schools To cope with an overcrowded and often overwhelming curriculum educators need a way to meet the challenge of translating standards into effective teaching and learning *Aligning Standards and Curriculum for Classroom Success* provides teachers with the tools and strategies they need to plan instruction that meets state and national standards This updated revised edition includes the latest research about standards and curriculum design expanded coverage of the development of criterion standards increased attention to assessment and new sample instructional plans It also features A structured dialogue process to help stakeholders reach consensus about what students should learn Step by step directions for developing criterion standards Guidelines for designing instructional plans based on standards Strategies for using standards to integrate the curriculum Examples of standards based instructional plans for different content areas courses and grade levels A framework for ensuring that teachers evaluate students consistently and with continuity throughout a school or district Providing high quality instruction and ensuring student achievement in a standards driven system is a challenge for all educators This guide offers all the tools needed to successfully align standards to lesson planning *Scoring Rubrics in the Classroom* Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

Early Childhood Education and the Student Empowerment Program Mario C. Barbieri, Jane C. Wiatr, 2020-04-15 Dr Mario C Barbieri and Jane C Wiatr have developed a practical and informative guide to teaching for both new and seasoned teachers administrators and their support staff This book spotlights The Student Empowerment Program and is the foundation for a positive climate and culture in the early childhood classroom The program is detailed chapter by chapter and addresses the nature of the learner from play and exploration to technology to rubrics and assessments This covers the gamut of what every educator needs to know to become a master in their field The Student Empowerment Program contains

the 5 R s which is the architecture a teacher needs to build a solid foundation for learning and self regulation Any educator who wants to make a positive change and become enabled to teach more and discipline less will appreciate the simplicity of our program in this step by step handbook Every word whether it is our personal experience or research based is dedicated to facilitating a smooth transition toward positive discipline student self regulation and student empowerment *Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom* White, Eddy, Delaney, Thomas, 2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator s job as well as an essential step in the learning process for students The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning The Handbook of Research on Assessment Literacy and Teacher Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design Featuring research on topics such as course learning outcomes learning analytics and teacher collaboration this book is ideally designed for educators administrative officials linguists academicians researchers and education students seeking coverage on an educator s role in evaluation design and analyses of evaluation methods and outcomes **Parallel Curriculum Units for Language Arts, Grades 6-12** Jeanne H. Purcell, Jann H. Leppien, 2009-08-25 The Parallel Curriculum Model PCM holds the power to help students and teachers see the whole of what they are learning We invite practitioners to read more about this model and join us on a professional journey that we believe will yield that joy and wisdom that comes from seeing the whole To address the varying needs of teachers across the K 12 grade span as well as different content areas we decided to create a series of curriculum units based on PCM that could be used by practitioners It is our hope that the lessons not only underscore important and discipline specific content but also illuminate the four parallels in unique and enduring ways From the Introduction Design exemplary language arts lessons based on the Parallel Curriculum Model Want to create rigorous learning opportunities for students in language arts based on a deeper understanding of pedagogy and curriculum design As demonstrated in the best selling book The Parallel Curriculum the Parallel Curriculum Model PCM allows teachers to determine student performance levels and design intellectual challenges that help students develop expertise in specific subject areas Parallel Curriculum Units for Language Arts Grades 6 12 provides sample language arts units written by practicing teachers to demonstrate what high quality curriculum looks like within a PCM framework Covering a variety of topics including narrative voice literary criticism and writing original pieces these field tested units each contain Teacher rationales explaining the unit design Connections to concepts skills and national or state standards Step by step directions for delivering the lessons and unit Modification strategies assessments and reproducibles Use these examples to design your own units and deepen your understanding of how the PCM framework helps tailor curriculum to the abilities interests and learning preferences of each learner **Visual Design for Online Learning** Torria Davis, 2015-09-08 Update the visual

design of your course in pedagogically sound ways Visual Design for Online Learning spotlights the role that visual elements play in the online learning environment Written for both new and experienced instructors the book guides you in adding pedagogically relevant visual design elements that contribute to effective learning practices The text builds upon three conceptual frameworks active learning multiple intelligences and universal design for learning This resource explores critical issues such as copyright technology tools and accessibility and includes examples from top Blackboard practitioners which are applicable to any LMS Ultimately the author guides you in developing effective visual elements that will support your teaching goals while reinforcing the learning materials you share with your students There has been a steady increase of over 10% in online enrollment for higher education institutions since 2002 yet the visual look of online courses has not changed significantly in the last ten years Adapting to the needs of students within online classes is critical to guiding your students toward success and the right visual elements can play an integral role in your students ability to learn and retain the information they need to thrive in their chosen programs In fact visual elements have been shown to increase student participation engagement and success in an online course Leverage the best practices employed by exemplary Blackboard practitioners Explore three foundational conceptual frameworks active learning multiple intelligences and universal design for learning Increase student retention and success Visual Design for Online Learning is an essential reference for all online educators both new and experienced

[Taking Running Records](#) Mary Shea,2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child s reading

[Leading the Common Core Initiative](#) Carl A. Harvey II,Linda L. Mills,2014-11-25 Defining both the Common Core Standards and the school librarian s role in their implementation this book offers ready to use lesson plans and other tools for grades K 5 and identifies opportunities for collaborative teaching As elementary schools in nearly all 50 states are faced with meeting the Common Core State Standards CCSS school librarians need to understand the challenges and have lesson plans ready to help This resource introduces the CCSS in English and mathematics to K 5 librarians and aides helping them to understand the concepts analyzing the impact on the school library and providing lesson plans resources and other tools for implementation in integrated instruction with other curricula and collaborative teaching with other elementary teachers Based upon the authors own experiences in adopting the CCSS in their school the included exemplar lesson plans and ideas are designed to support school librarians as they begin to collaborate with teachers in using the Common Core Standards in their daily classroom instruction The book also discusses the opportunities for advocacy that result from the librarian s instrumental role in implementing the CCSS both as a staff developer and a collaborative partner teacher

Scaffolding Young Writers Linda J. Dorn,Carla Soffos,2001 The goal of teaching writing is to create independent and self motivated writers When students write more often they become better at writing They acquire habits skills and strategies that enable them to learn more about the craft of writing Yet they require the guidance and support of a more knowledgeable person who understands

the writing process the changes over time in writing development and specific techniques and procedures for teaching writing In *Scaffolding Young Writers A Writers Workshop Approach* Linda J Dorn and Carla Soffos present a clear road map for implementing writers workshop in the primary grades Adopting an apprenticeship approach the authors show how explicit teaching good models clear demonstrations established routines assisted teaching followed by independent practice and self regulated learning are all fundamental in establishing a successful writers workshop There is a detailed chapter on organizing for writers workshop including materials components routines and procedures Other chapters provide explicit guidelines for designing productive mini lessons and student conferences *Scaffolding Young Writers* also features an overview of how children become writers analyses of students samples according to informal and formal writing assessments writing checklists benchmark behaviors and rubrics based on national standards examples of teaching interactions during mini lessons and writing conferences illustrations of completed forms and checklists with detailed descriptions and blank reproducible forms in the appendix for classroom use Instruction is linked with assessment throughout the book so that all teaching interactions are grounded in what children already know and what they need to know as they develop into independent writers [Language Arts, Grade 2](#) Carson-Dellosa Publishing,2015-07-06 In *Interactive Notebooks Language Arts for second grade students* will complete hands on activities about consonant digraphs adjectives and adverbs compound words contractions prefixes suffixes and more The *Interactive Notebooks* series spans kindergarten to grade 5 Each 96 page book contains a guide for teachers who are new to interactive note taking lesson plans and reproducibles for creating notebook pages on a variety of topics and generic reproducibles for creating even more notebook pages The books focus on grade specific math or language arts skills and are aligned to current state standards

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