

# Fairytale Adaptation Writing Rubric / Self-Assessment Guide

	3 Points	2 Points	1 Point	0 Points	Total Points /18
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 have characters that 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 <u>few words</u> that could paint a picture. The reader has an <u>idea of</u> what the characters or <u>setting is</u> .	My story <u>does not have words</u> that paint a picture. The reader <u>does not have an idea of</u> 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 forth</u> in	

# Fairy Tale Writing And Presentation Rubric

**Kathy Tuchman Glass**



## **Fairy Tale Writing And Presentation Rubric:**

**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 **Differentiated Instruction** Deborah Blaz, 2016-02-19 In this new edition of a bestseller author Deborah Blaz helps you differentiate lessons for your world language students based on their learning styles interests prior knowledge and comfort zones This practical book uses brain based teaching strategies to help students of all ability levels thrive in a rigorous differentiated learning environment Each chapter provides classroom tested activities and tiered lesson plans to help you teach vocabulary speaking listening reading and writing in world language classes in ways that are interactive engaging and effective for all learners Features new to this edition include Sample thematic units to make your lessons more authentic and immersive New strategies for using technology to differentiate world language instruction Additional checklists rubrics and feedback forms to help you organize your lesson plans and track students progress New connections to the Common Core State Standards the ACTFL Standards Webb's Depth of Knowledge and Bloom's Taxonomy You'll also learn how to differentiate assessment effectively to help all students show their full potential Classroom ready tools and templates can be downloaded as free eResources from our website [www.routledge.com](http://www.routledge.com) 9781138906181 for immediate use **Brain-Compatible Assessments** Diane Ronis, 2007-01-24 Real learning is deeply personal It requires that learners participate meaningfully in the ideas and subjects that they explore as they shape and reshape what they know and want to know Diane Ronis has written a book that brings coherence and intelligence to understanding how to assess such learning From the Foreword by Renate Nummela Caine Give students a clear roadmap for future success Each student unique in his or her ability to learn acquires processes and demonstrates knowledge individually Building upon this premise Diane Ronis a recognized expert in brain compatible learning and assessment goes beyond the world of standardized testing to show educators how to build and use targeted assessments based on the latest neuroscientific research Updated to reflect recent findings about how the brain learns Brain

Compatible Assessments Second Edition provides readers with revised tools for assessing achievement in ways that allow for brain differences within any classroom setting Showing teachers how to construct rubrics that are based on standards and reflect principles of brain compatible learning this second edition Applies brain research to improve formative and summative assessment in the classroom Provides how to s for designing top quality rubrics Incorporates computer technologytools to enhance learning increase productivity and promote creativity Educators will discover how to effectively apply practical high level assessments in a standards based environment to help all students realize their potential and succeed

**A Collection of Performance Tasks and Rubrics** Deborah Blaz,2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company **Great Performances** Larry Lewin,Betty Jean Shoemaker,2011-06-01 What grade did you give me students often ask teachers as if teachers randomly assign grades Too many students do not understand how their academic performance in the classroom corresponds with various grades Improving students understanding of what their teachers expect them to do how well they should be able to do it and how they should go about accomplishing it is what this book is all about Lewin and Shoemaker show you how to teach rich integrated thematic units of instruction where students grapple with meaty conceptual ideas and use the processes of reading writing problem solving and investigation The authors share what they ve learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive Their focus is on the practical the doable You can learn from their successes as well as their mistakes The authors discuss a four step approach for teaching students how to acquire content knowledge labeled Info In and examine four Info Out modes through which students can make their content understanding explicit for evaluation purposes Great Performances is filled with highly motivating examples of student projects as well as effective assessment tools that teachers can adapt for their own classrooms In this new edition you will find updated examples and scoring mechanisms throughout the chapters expanded options for converting performance task scores into required letter grades for reporting to parents and a new chapter on reading assessment to help teachers navigate their way through Response to Intervention This chapter also provides as a helpful review of popular commercially published in class reading assessments Teaching to and assessing with performance tasks result in true understanding the type of understanding students will need in the world where they will be expected to produce Great Performances

**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

**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 *Narrative Writing, Grades 6-8 (Meeting Writing Standards Series)* Andrea Trischitta, 2000-06 Activities include lessons on the elements of narrative writing figurative language grammar proofreading editing skills and includes ways to encourage the readers to feel that they are involved in the stories *Once Upon a Time* Jane Heitman Healy, 2007-08-15 Use fairy tales in the library and classroom to increase students proficiency in story structure reading comprehension writing and speaking skills and to foster collaboration with teachers Teach core language arts skills using familiar fairy tales in AASL IRA NCTE standards based ready to use lessons Use materials standard to every library to teach the curriculum inspire a love of fairy tales and include English Language Learners ELL in meaningful ways Involve students in standards based learning while they enjoy the charm and intrigue of their favorite fairy tales Librarians and language arts teachers will find the information they need to increase vocabulary development reading comprehension and writing and speaking skills in their students by using the wide appeal of fairy tales Reproducible templates worksheets and planning guides are included **Cambridge IGCSE® First Language English Coursebook** Marian Cox, 2018-05-17 Fully updated flexible resources taking an active learning approach that encourages students to aim higher in the 0500 0524 and 0990 syllabuses With travel writing magazine articles blogs and extracts from writers such as Roald Dahl and D H Lawrence this coursebook helps students develop their English Language skills through an active communicative approach The first unit in each part covers text analysis summary writing and note taking The second deals with directed writing and the third looks at descriptive and narrative composition and includes suggestions for coursework topics if your school follows this pathway Suggested answers to coursebook questions are included in the teacher's book *Writing Instruction That Works* Arthur N. Applebee, Judith A. Langer, 2015-04-25 Backed by solid research Writing Instruction That Works answers the following question What is writing instruction today and what

can it be tomorrow This up to date comprehensive book identifies areas of concern for the ways that writing is being taught in todays secondary schools The authors offer far reaching direction for improving writing instruction that assist both student literacy and subject learning They provide many examples of successful writing practices in each of the four core academic subjects English mathematics science and social studies history along with guidance for meeting the Common Core standards The text also includes sections on Technology and the Teaching of Writing and English Language Learners

**McGraw-Hill Reading ,200?**      **Understanding in the Library** David V. Loertscher,2005      **Thorstein Veblen**

David Riesman, This is a brilliant and unconventional study of one of the most challenging figures in modern social and economic thought David Riesman has chosen a deliberately personal method of exposition and evaluation and he is by no means a disciple He says of Veblen I find him more often interesting than attractive more often pungent than wise By approaching Veblen subjectively and in a critical spirit Riesman has arrived at an estimate of the man that is objective and balanced Veblen s ideas and attitudes are carefully examined with particular attention to his conviction that the instinct of workmanship was the constructive element in life and to his fundamental principle of idle curiosity Veblen is seen as a man with a passionate moral sense whose method was irony coupled with research Riesman makes the interesting point that the author of The Theory of the Leisure Class was episodically a passionate even revolutionary reformer in contrast to a career primarily as an intellectual skeptic Riesman looks behind the ideas searching for their origins in Veblen s life with the result that one finishes the book with a genuine sense of the strange man who is its subject Riesman concludes that Thorstein Veblen is important not so much for his specific contribution to economic thought as for his stance toward the economy and his fellow economists For us today Riesman adds Veblen s great value inheres in his way of seeing The new introduction by Mestrovic provides an appreciation of Riesman no less than Veblen David Riesman is the Henry Ford II Professor Emeritus of Social Sciences at Harvard University He has also taught at the University of Chicago and Johns Hopkins University Among his most important books are The Lonely Crowd Faces in the Crowd Individualism Reconsidered and Constraint and Variety in American Education His collection Abundance for What confirms his place as the foremost sociologist of education in the modern era Stjepan G Mestrovic is a senior social theorist in his own right He is currently located at Texas A M University where he is a professor of sociology      **English Linguistics, Literature, and Language Teaching in a Changing Era** Suwarsih Madya,Willy A. Renandya,Masaki Oda,Didi Sukiyadi,Anita Triastuti,Ashadi,Erna Andriyanti,Nur Hidayanto P.S.P,2019-10-22 This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives from linguistics to literature to language teaching and learning The chapters present snippets of thoughts and critical reflections findings from action research and other methodologies and essays on troubling topics for language teachers The authors are researchers experienced teachers and students engaged in exploratory research The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many

different contexts both educational and regional There is something in this book for everybody      **Active Teaching and Learning Strategies** Rock Moore,Michelle A. Moore,2004 Active Teaching and Active Learning Strategies Creating a Blueprint for Success is the cumulative result of a year of reflecting asking and listening to questions and comments that many have concerning the education of our youth The book s genesis however started many years ago as the state of California along with many other states embraced a standards based accountability system This accountability has now been coupled with the recent addition of The No Child Left Behind Legislation In a real sense we are entering both the best and worst of times I say this because of the effects of high stakes testing and the requirement that all students reach high levels of proficiency which admittedly are very lofty goals For this to be realized changes will be required in teaching and assessment as well as a more concentrated focus on student learning The instructional design introduced in this book advocates four components academic social collaborative contextual and cognitive developmental These components work in tandem with Active Teaching and Learning Strategies Combined they form a student responsive instructional methodology which optimizes student success and academic achievement We wanted to create a book that demonstrated to those of us in the field of education the value of looking at academic standards with data about our students and reflecting on how this information should influence our choices concerning instructional practices and our perceptions about the students that we are entrusted with The focus of this endeavor is to see all students achieve and succeed and to keep passion and compassion at the heart of all that we do It is the premise of this book that the difference between effective and outstanding teachers are that outstanding teachers care know how to utilize data practice active teaching strategies and promote the active learning of students Together these characteristics became the design and course of action that Created a Blueprint for Success

*Bulletin* ,1936      Mapping Comprehensive Units to the ELA Common Core Standards, K[5 Kathy Tuchman

Glass,2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com      *Teaching Together* Mary Christenson,Marilyn Johnston,Marilyn Johnston-Parsons,Jim Norris,2001 This bulletin a collection of essays provides preservice beginning and experienced social studies teachers with provocative ideas for and a realistic look at the challenges of developing curriculum through collaboration between elementary secondary teachers and university professors The book begins with an introductory essay by the editors Under the first section Elementary are the following essays 1 Teaching Primary Grade Students about Cultural Universals J Alleman J Brophy B L Knighton G M Henig 2 Teaching Social Studies in an Urban Elementary School Collaboration for Integration and Inquiry Learning K C Barton L A Kreimer 3 Service Learning

and Community Based Teaching and Learning Developing Citizenship through Social Action S R Beisser D Schmidt 4 Family School University Collaboration To Enrich Social Studies Instruction B Cozza T Mbugua P Noakes M Intoccia L Guzzi M L Kelly and 5 Connecting Family and State Histories A Teacher Educator and Classroom Teacher Collaborate A L McCall T Ristow Essays under the second section Middle School are 6 Students Reclaim Their Community s History Conducting Interdisciplinary Research with Technological Applications M Alibrandi C Beal A V Wilson A Thompson B Mackie N Sinclair V Owens R Hagevik 7 Global Connections Project Collaboration among Middle Level Students and Teachers and University Teacher Education Students and Faculty H Carlson C Holm 8 Developing a Service Ethic Together A Middle School University Partnership A M Harwood C Allsop L Herink C Hart 9 Public Achievement Collaboration Action and Civic Education J Kunkel C Johnson H Bakke J Miller and 10 Integrating the Curriculum and Examining Social Issues in the Sixth Grade A J Milson L Elish Piper P Downey J Nordstrom Essays under the final section High School are 11 School Schedules A Key to Time and Team Teaching in the American Social History Project D Gerwin V Manolios 12 Dual Agendas of Reform and Research Implementing the Reforms of the Coalition of Essential Schools through World Connections M M Merryfield S Shapiro 13 Collaborating on High School Economics N Mallory S L Miller 14 Collaboration on Campus Teaching Rural High School Students through College Methods Classes S B Oldendorf M R Riney J Hutchison 15 Preserving Oral Historical Resources through a Community University and School Based Collaboration W W Wilen L Picicco and 16 Teacher Release to Industry Program as Professional Development of Teachers of Social Studies W Prior R Symons BT

**Writing Through Children's and Young Adult Literature, Grades 4-8** Mary Strong, Mimi Neamen, 1993 Teaches the writing process using published works as the basis for writing experiences Authors lead the way to authorship The book includes literature based writing ideas and suggestions for expanding students creative abilities

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