

Nonfiction Retelling Scoring Form

Student's Name _____ Date _____

Book Title _____ Student Score _____

Rubric for Scoring Individual Text Elements

Complete, detailed	3 points
Partial	2 points
Fragmentary (sketchy)	1 point
Incomplete or not included	0 points

Key Elements	Prompts	0	1	2	3
Topic (understands the topic)	What is this book about?				
Main Ideas	What are the main ideas of the book (sections)?				
Details (events, facts related to main ideas)	Name the supporting details of each main idea.				
Organization (knows how the book is organized)	How is the information in the book organized? (e.g., chronological, classification, randomly)				
Command of Vocabulary (uses key vocabulary from story)	What are some of the key terms presented in the book?				
Accuracy (events, facts, sequence)	None				
Level of prompting needed: High (1); medium (2); none (3)					

Observer Comments:

Total points

Interpreting the Point Totals

Level	Point Totals
Skilled	15-21
Developing	8-14
Needs work	0-7

Nonfiction Retelling Rubric

Tony Stead



Nonfiction Retelling Rubric:

Serpientes (Snakes): Early Fluent (Nonfiction Readers) Christopher Blazeman, 2010-01-01 Do snakes make good pets Decide for yourself as you learn all about snakes and their unique characteristics as well as where they can be found what they eat and how they catch their prey Book includes vocabulary related to snakes *Redesigning Small-Group Reading Instruction* Julie A. Taylor, 2025-04-22 Discover the value of small group reading instruction that accommodates students individual literacy needs Author Julie A Taylor provides lesson plan templates to incorporate small groups into any learning structure Teachers will design laser targeted skills and strategy lessons to create more productive positive and equitable classrooms by ensuring all students are encouraged and able to achieve the integral milestones of reading development K 8 teachers literacy coaches and administrators can use this book to Lead focused small group reading lessons with confidence and competency Implement theoretical reading research into actionable teaching and instructional strategies Promote equitable learning opportunities to effectively address students individual needs Encourage student participation learning and improvement with constructive continuous and corrective feedback Develop well structured reading skills and strategy lessons to facilitate progressive reading development Contents Introduction Chapter 1 Reading Essentials Chapter 2 Preparing to Be a Reader The Pre Alphabetic Phase Chapter 3 Beginning to Read The Partial Alphabetic Phase Chapter 4 Well on Their Way The Full Alphabetic Phase Chapter 5 Turning the Corner The Consolidated Alphabetic Phase Chapter 6 Reaching the Pinnacle The Automatic Reading Phase Epilogue Glossary Appendix A Teacher Resources for the Pre Alphabetic Phase Appendix B Teacher Resources for the Partial Alphabetic Phase Appendix C Teacher Resources for the Full Alphabetic Phase Appendix D Teacher Resources for the Consolidated Alphabetic Phase Appendix E Teacher Resources for the Automatic Phase References and Resources Index Classroom Based Assessment Bonnie Campbell Hill, Cynthia Ruptic, Lisa Norwick, 1998 *Becoming Bilingual Readers* Bobbie Kabuto, 2021-11-29 Building on Bobbie Kabuto's groundbreaking 2010 book *Becoming Biliterate* this book explores how identity impacts the development of bilingual readers and how reading practices are mediated by family and community contexts Highlighting bilingual readers from Spanish Greek Japanese and English language backgrounds Kabuto offers an in depth interdisciplinary analysis of these readers behaviors and identities through the original approach of Biographic Biliteracy Profiles The Profiles serve as a culturally relevant assessment tool for developing meaningful narratives and can reveal how bilingual readers make sense of texts in the context of their home and school environments An ideal approach for unpacking the complexity of bilingual reading behaviors and how they change across time the Profiles allow readers to explore what a bilingual reader's identity means to becoming biliterate the roles of code switching and translanguaging the influences of readers families and communities and how they all interact and shape readers identities behaviors and meaning making Offering practical applications on observing and documenting bilingual readers this book is an invaluable resource for scholars and students in

courses on bilingualism L2 ESL reading and multilingualism Designing Rubrics for K-6 Classroom Assessment Debbie Rickards, Earl H. Cheek, 1999 The role of rubrics in assessing student progress is explained Information and examples on how to develop rubrics to fit your needs are also provided **The All-Day Kindergarten and Pre-K Curriculum** Doris Pronin Fromberg, 2012-03-22 Grounded in theory and research The All Day Kindergarten and Pre K Curriculum provides an activity based and classroom proven curriculum for educators to consider as they plan and interact with pre k and kindergarten children Allowing young children the opportunities to become independent caring critical thinkers who feel comfortable asking questions and exploring possible solutions the Dynamic Themes Curriculum offers children the skills they need for responsible citizenship and academic progress This book describes a culturally sensitive pre k and kindergarten curriculum in the context of literacy technology mathematics social studies science the arts and play and also discusses How to use the seven integrated conditions for learning to meet and exceed content learning standards How to organize for differentiated instruction and to integrate multiple forms of assessment How to teach literacy tools and skills in fresh ways How to work with families colleagues and community Building off of author Doris Fromberg s groundbreaking earlier work The All Day Kindergarten and Pre K Curriculum presents a practical curriculum centering on how young children develop meanings This is a fantastic resource for pre and in service early childhood teachers administrators and scholars Implementing the Colorado Basic Literacy Act (CBLA) Stevi Quate, 1998 **Reality Checks** Tony Stead, 2023-10-10 Teaching comprehension with informational texts is a critical component of any reading program and one that many children struggle with as they progress through their schooling Nonfiction can be overwhelming to young readers presenting them with complex vocabulary and a new density of information that may combine text diagrams pictures captions and other devices Reality Checks Teaching Reading Comprehension with Non Fiction K 5 offers insights into why children struggle when faced with informational reading and practical concepts skills and strategies that help them navigate nonfiction successfully In this book Tony Stead provides wonderful ways to enhance children s understanding and engagement when reading for information He outlines practical approaches to ensure all children can become confident and competent readers of nonfiction Part one examines effective ways to teach children how to extract the information that is explicitly stated in a text Covered are strategies such as using prior knowledge retelling locating specific information and the role of nonfiction read alouds Part two explores interpreting information including making connections between the text the reader and the outside world making inferences and making revisions to inferences based on reflection Part three looks at evaluating information assisting children in developing critical reading skills differentiating fact from opinion locating author bias and identifying techniques writers use to persuade readers thinking Part four offers an array of practical ways to reinforce and extend children s nonfiction reading skills including working with visual information such as maps and diagrams It also provides pre and post assessment strategies procedures for monitoring progress curriculum planning ideas and instruction on guided reading

Literacy Assessment and Instructional Strategies Kathy B. Grant, Sandra E. Golden, Nance S. Wilson, 2014-08-07 Literacy Assessment and Instructional Strategies prepares literacy educators to conduct reading and writing assessments and develop appropriate corrective literacy strategies for use with their grade K 5 students Connecting Common Core Literacy Learning Standards to effective strategies and creative activities the book includes authentic literacy assessments and formal evaluations to support reading teaching in the elementary classroom Initial chapters discuss literacy assessment and evaluation data driven instruction high stakes testing and instructional shifts in teaching reading while later chapters focus on the latest instructional and assessment shifts including pre assessing literacy knowledge bases using informational texts for vocabulary development and close reading of text Written by reading practitioners and researchers this book is a must have for novices as well as for veteran classroom teachers who want to stay on top of changing literacy trends *Making Nonfiction and Other Informational Texts Come Alive* Kathy Pike, Jean Mumper, 2004 Offering a fresh approach this much needed text mirrors the features that are traditionally found in nonfiction texts illustrations diagrams insets boxed materials to help clarify and explain the concepts being presented This is a perfect complement to reading methods courses which includes a wealth of nonfiction titles that teachers can readily use effectively in a balanced literacy program Packed with ideas and suggestions for the classroom Pike and Mumper offer everything one needs to know in order to use nonfiction texts in the classroom from using them in literature circles and as models for writing or for research purposes Publisher s description *Storytown* HSP, Harcourt School Publishers, 2006-05 *Reading for Academic Success, Grades 2-6* Richard W. Strong, Harvey F. Silver, Matthew J. Perini, 2007-08-28 Examines seven critical areas that can develop average or struggling readers into thoughtful high achieving A readers who can comprehend analyze and summarize different kinds of texts **Building Comprehension in Every Classroom** Rachel Brown, Peter Dewitz, 2013-10-09 This book presents a practical model and specific unit and lesson planning ideas for enhancing students reading comprehension in any 2 8 classroom The authors provide innovative suggestions that help teachers construct a comprehension curriculum organized around literature informational texts or a basal reading program Vivid case examples and vignettes bring to life ways to build the knowledge strategies and motivation that children need to engage with different types of texts and become proficient enthusiastic readers Graphic elements throughout the volume link instructional and assessment practices directly to the Common Core standards **Literacy Growth for Every Child** Diane Lapp, Douglas Fisher, Thomas DeVere Wolsey, 2013-12-17 This research based guide addresses the challenge of implementing differentiated small group instruction in K 6 classrooms where students abilities needs and interests vary widely It is packed with ideas about how to structure literacy lessons that incorporate both collaborative and needs based small group instruction in order to help all students succeed The authors explain how to use assessment to group students appropriately and how to develop whole class instruction that leads to productive work in groups Each chapter details engaging activities that will improve speaking

listening writing reading and technology skills for diverse students including English language learners In a large size format for ease of photocopying the book includes more than two dozen teaching tools Doing What Works Judy Tilton Brunner,2013-01-12 Doing What Works Literacy Strategies for the Next Level will assist educators as they support students in the mastery of vocabulary comprehension and study skills required by the Common Core State Standards All strategies have been carefully selected based on their ease of use utility in terms of scaffolding differentiation and simplicity of format Judy Tilton Brunner designed this key sourcebook for educators who need or want to cultivate their students vocabulary development reading comprehension note taking and general study skills Doing What Works provides practical effective and research based strategies to help students remember and understand what they read at the highest levels of cognition layering of texts close reading collaborating using a variety of sources teaching uncommon vocabulary and posing text dependent By incorporating these teaching strategies into classroom instruction educators will teach with purpose and students will learn with independence *Using Informative Assessments towards Effective Literacy Instruction* Evan Ortlieb,Earl H. Cheek Jr,2012-03-21 *Using Informative Assessments towards Effective Literacy Practices* offers research driven solutions to improve student literacy success through the exploration of advancements in literacy assessment and instruction Recommendations are provided on selecting appropriate assessments and effectively using data for planning and instruction An Introduction to Auditory Processing Disorders in Children Teralandur K. Parthasarathy,2014-02-04 Auditory processing in children APD comprises an increasingly important clinical area within the broad field of communication disorders This new textbook presents the major advances in the assessment and management of APD The chapter authors highly regarded clinicians and researchers from diverse professional groups contribute an impressive breadth of knowledge to explain and demystify APD This text will be useful to students of speech language pathology and audiology as well as professionals in those fields *The Parallel Curriculum in the Classroom, Book 2* Carol Ann Tomlinson,Sandra N. Kaplan,Jeanne H. Purcell,Jann H. Leppien,Deborah E. Burns,Cindy A. Strickland,2005-09-08 Learn to design exemplary Parallel Curriculum Units from the experts classroom teachers What is the best way to incorporate the four parallels into your Parallel Curriculum Unit How do teachers using the Parallel Curriculum Model PCM craft units based on the PCM and why do they utilize certain elements and downplay others What does a complete Parallel Curriculum Unit look like This compilation of Parallel Curriculum Units provides a close up look into the development of PCM units and how those units work in actual classroom settings *The Parallel Curriculum in the Classroom Book 2* reflects a variety of Parallel Curriculum units spanning primary elementary middle and high school levels of instruction and encompassing the disciplines of social studies science art math and language arts Across each unit the authors present a framework of three essential components in an effective Parallel Curriculum Unit The big picture of grade level subject goals and standards The unpacking or step by step explanation of the unit The reasoning behind the unit design Whether using each parallel

independently or combining all four parallels into curriculum design teachers will find the units included here are exemplary models for creating their own parallel curriculum units Use them as professional development tools to help plan thoughtful curriculum based upon the Parallel Curriculum Model **Harcourt School Publishers Storytown** Harcourt School Publishers,HSP,2005-12 *Assessing and Teaching Reading Composition and Writing, K-3, Vol. 2* K. Michael Hibbard,2013-09-13 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students

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