

# Nonfiction Retelling Scoring Form

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Student Score \_\_\_\_\_

## Rubric for Scoring Individual Text Components

•Completely, detailed	3 points
Partial	2 points
•Inadequate (below grade)	1 point
Unacceptable (not included)	0 points

Key Components	Findings	0	1	2	3
•Topic Understands the topic	Student is able to discuss the topic.				
•Author's purpose Identifies the purpose of the text.	Student can state the purpose of the text (e.g., description, explanation, etc.).				
•Details Identifies key details in the text.	Student lists the supporting details of each main idea.				
•Organization Identifies the text structure.	Student is able to distinguish the text structure (e.g., chronological, classification, alphabetical).				
•Comprehension Identifies the main idea of the text.	Student can point out the key theme presented in the text.				
•Vocabulary Identifies key vocabulary words.	Partial.				
<b>Total of 10 components included: 1 point for each component</b>					

Comments (Comments):

Partial points:

_____	_____
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## Improving the Student Text

Area	Student Problem
Skills	0-20
Organization	0-10
Language usage	0-10

# Nonfiction Retelling Rubric

**Stevi Quate**

## **Nonfiction Retelling Rubric:**

*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 [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 [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 [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 *Literacy Assessment and Instructional Strategies* Kathy B. Grant, Sandra E. Golden, Sandra Golden, Nance S. Wilson, 2014-09-03 This is a core textbook designed to prepare literacy educators to conduct reading and writing assessment and to help them develop appropriate corrective literacy strategies for use with their students

### **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.

**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.

**Implementing the Colorado Basic Literacy Act (CBLA)** Stevi Quate, 1998 **Storytown** HSP, Harcourt School Publishers, 2006-05 **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

Balanced Reading Strategies and Practices Douglas Ray Reutzel, Robert B. Cooter, 1999 It guides teachers through the necessary steps to successfully implement the elements of a Balanced Literacy Program that will assist every child in becoming a life long reader and writer. This practical handbook provides finger tip information readily available assessment tools and detailed instructional strategies to meet the needs of every child in the area of reading especially those children with special needs. Some of the significant topics covered in the text are portfolio assessment taking running records concepts about print phonemic awareness and phonics comprehending narratives comprehending expository texts vocabulary instruction literature response connecting reading and writing fluency development teaching limited English proficient students study skills and school to career connections. Elementary school teacher

### **Literacy Assessment for**

**Today's Schools** College Reading Association, 1996 This collection of 17 papers provides a blueprint for teachers who want increasingly sophisticated methods for monitoring student growth and can serve as a resource for in service educators as literacy instruction changes. Papers in the first section of the book examine literacy assessment as it pertains to school age children. Papers in the second section illustrate how portfolios can be used in a variety of different settings from the classroom through higher education. Papers in the book are: Assessment Criteria in First Grade What Do Teachers Want to Know about Students Reading and Writing; Elizabeth Pryor Learning about Literacy through Retelling; Gail G Smith and Diane Keister Profiling Students Achievement in Language and Literacy; Merging Perspectives Gerry Shiel and Patrick Forde; Assessment of Reading Attitudes Validity Issues Mary M Brittain and Clay V Brittain; I Believe Learning Is Concentrating; Figuring Things Out and Sometimes Having Fun Revisiting the Reading Clinic Nancy B Cothern; Involving Graduate Students in Personal Literacy Evaluation through the Use of Portfolios Diane D Allen; Teachers as Learners Experiencing Self Evaluation Portfolios and Rubrics Michael P Ford; Authentic Assessment in a University Preservice Literacy Course Deborah R Dillon and others; A Model for Preparing Preservice and Inservice Teachers to Interpret and Utilize Portfolio Assessment; Rebecca P Harlin and Sally E Lipa The Challenge of Change The M Ed Portfolio Barbara Martin Palmer and others; Literacy Portfolios The Myth and the Reality Linda Irwin; Pre and Post Course Literacy Self Assessment Its Positive Impact on Preservice Teachers Jane Brady Matanzo Rethinking the Role and Practice of Assessment in Teacher Education Learning to Assess Authentically on Multiple Levels N Suzanne Standerford; Portfolio Assessment in Adult Education Programs Linda Thistlethwaite Assessing Developmental Learners Perceptions of Reading and Writing and the Literacy Demands in College Maria Valeri Gold The ALERT One Answer to Literacy Screening Rita M Bean and Others and Developing and Assessing Emergent Literacy through Children's Literature Nancy A Anderson RS

**Houghton Mifflin Reading** James David Cooper, John J. Pikulski, 2003 Presents a practical approach to creating an assessment based literacy classroom. Includes assessment for initial placement and instructional planning ongoing informal assessment of reading writing listening

speaking and viewing evaluation of writing formal assessment and assessment for meeting individual needs **Harcourt School Publishers Storytown** Harcourt School Publishers,HSP,2005-12 [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 Based on the Parallel Curriculum Model this book provides curriculum units in social studies science art and language arts for use in primary elementary middle and high school settings

### **Spotlight on Comprehension**

Linda Hoyt,2005 Spotlight on Comprehensionpresents a tapestry of short highly practical essays loaded with ready to use strategies for teaching reading comprehension and assessing understanding Hoyt and an All Star ensemble of contributors including Ellin Keene Tony Stead Nell Duke Franki Sibberson Mike Opitz David and Yvonne Freeman Adria Klein Mary Lee Hahn and Gretchen Owocki cover the spectrum of comprehension instruction addressing topics like implementing the latest research on reading comprehension into your instruction improving children s comprehension strategies especially questioning inferring and summarizing helping emerging developing and second language readers improve their comprehension using writing to build readingcomprehension tackling a range of texts and genres across the curriculum including standardized tests building a robust vocabulary organizing instruction around guided reading the read aloud and independent reading Best yet Hoyt and her expert contributors include handy tools like checklists sample lesson plans book lists strategy lists assessment rubrics and learning extensions that will help you take their ideas and use them in your own classroom immediately Each chapter even includes Key Questions designed to stimulate personal reflection and support professional conversations or book study groups Read Spotlight on Comprehension in short segments or all at once by yourself or with friends and colleagues and gather a wealth of strategies for building a literacy of thoughtfulness which will empower your students to get the most meaning from the varied texts of our world

### **Storytown Ride the Edge Theme 3**

**Grade 5** Harcourt School Publishers,Isabel L. Beck,2005 **Conversations** Regie Routman,2000 In this long awaited volume Regie Routman continues the discussion she began in the best selling Invitations and further explores the full universe of an effective language arts and literacy program across the curriculum **Language Arts Essentials** Gail E. Tompkins,2006 This new text from the leading name in literacy and language arts has been crafted to provide concise critical information for teaching the language arts backed by the most current and applicable research available The essentials format gives readers the information they need in a price and time conscious way Whether they are learning language arts methods during a practicum course a block course or if they re revisiting the newest most proven strategies as they further their professional development Language Arts Essentials will provide them with the needed background information and strategies Publisher description

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## **Table of Contents Nonfiction Retelling Rubric**

1. Understanding the eBook Nonfiction Retelling Rubric
  - The Rise of Digital Reading Nonfiction Retelling Rubric
  - Advantages of eBooks Over Traditional Books
2. Identifying Nonfiction Retelling Rubric
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Nonfiction Retelling Rubric
  - User-Friendly Interface
4. Exploring eBook Recommendations from Nonfiction Retelling Rubric
  - Personalized Recommendations
  - Nonfiction Retelling Rubric User Reviews and Ratings
  - Nonfiction Retelling Rubric and Bestseller Lists
5. Accessing Nonfiction Retelling Rubric Free and Paid eBooks
  - Nonfiction Retelling Rubric Public Domain eBooks
  - Nonfiction Retelling Rubric eBook Subscription Services
  - Nonfiction Retelling Rubric Budget-Friendly Options
6. Navigating Nonfiction Retelling Rubric eBook Formats
  - ePub, PDF, MOBI, and More
  - Nonfiction Retelling Rubric Compatibility with Devices
  - Nonfiction Retelling Rubric Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Nonfiction Retelling Rubric
  - Highlighting and Note-Taking Nonfiction Retelling Rubric
  - Interactive Elements Nonfiction Retelling Rubric
8. Staying Engaged with Nonfiction Retelling Rubric

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Nonfiction Retelling Rubric

9. Balancing eBooks and Physical Books Nonfiction Retelling Rubric

- Benefits of a Digital Library
- Creating a Diverse Reading Collection Nonfiction Retelling Rubric

10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
- Minimizing Distractions
- Managing Screen Time

11. Cultivating a Reading Routine Nonfiction Retelling Rubric

- Setting Reading Goals Nonfiction Retelling Rubric
- Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Nonfiction Retelling Rubric

- Fact-Checking eBook Content of Nonfiction Retelling Rubric
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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