

Poetry Rubric

Writing and Illustrating a poem.

Name: _____

| | BEGINNING 1 | DEVELOPING 2 | ACCOMPLISHED 3 | EXEMPLARY 4 | SCORE |
|--|---|--|--|---|-------|
| Form | Uses an inappropriate poetic form. Too few stanzas or stanza length is incorrect. | May use an appropriate poetic form. Fewer than four stanzas of four lines each. | Effectively uses an appropriate poetic form. Complete with four stanzas of four lines each. | Creatively uses an appropriate poetic form. Complete with more than four stanzas with four lines each. | |
| Word Usage | Student's use of vocabulary is very basic. | Student's use of vocabulary is more telling than showing. | Student's use of vocabulary is routine and workable | Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind. | |
| Poetic Techniques (elements) | Uses few poetic Techniques such as figurative language. | Uses some poetic Techniques such as figurative language to reinforce the theme. | Uses poetic techniques such as figurative language to reinforce the theme. | Effectively uses poetic techniques such as figurative language to reinforce the theme. | |
| Language Conventions (spelling, grammar, punctuation) | May contain frequent and numerous errors in spelling, grammar, and punctuation that interferes with the reader's understanding. | May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader's understanding. | Has mainly grade level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader's understanding. | Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader's understanding. | |
| Effort | Student's work lacks understanding of the assignment. | Student's work demonstrates some understanding of the assignment. | Student's work demonstrates an understanding of the assignment. | Student's work demonstrates a complete understanding of the assignment and goes beyond the requirements. | |
| Illustration | Lacks an illustration. | Uses an illustration that may add to the poem's meaning. | Uses an illustration to enhance the poem's meaning. | Effective and creative use of an illustration; enhances the poem's meaning. | |

Score _____

Grade _____

Teacher Comments: _____

1st Grade Poetry Rubric

Regie Routman

1st Grade Poetry Rubric:

The Assessment of Multilingual Learners Kate Mahoney, 2024-09-10 This book is a comprehensive introduction to the topic of assessing students who use two or more languages in their daily life. The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content. Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important assessment principles leading to better quality assessments for MLs. This is a substantially revised and updated second edition of *The Assessment of Emergent Bilinguals*. Updates in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish. This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguaging in assessment contexts. This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways.

[Organizing and Managing the Language Arts Block](#) Lesley Mandel Morrow, 2003-01-01 This book offers essential guidance to preservice and inservice teachers

seeking to create, revise or add new strategies to the teaching of the language arts block. The focus is on how to implement effective strategies in the context of a well planned classroom and a smoothly choreographed daily schedule. In a series of vivid case studies Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich student friendly learning environments for children in grades K 4. No component of organizing the language arts block is omitted including setting up and running classroom learning centers, assessing different instructional needs, conducting whole class and small group meetings and linking language arts to content area instruction. Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level along with dozens of reproducible learning activities, lesson plans and assessment and record keeping tools.

[Collaborative Units that Work](#) Kate Vande Brake, 2009-11-12 Learn from collaboration masters. Read all about award winning standards based collaboration projects that you can reproduce in your school setting. *Collaborative Units that Work* TEAMS Award Winners is a compilation of some of the best collaborative lessons taught by elementary, middle and high school media specialists and teachers. In this idea rich volume the TEAMS winners share their award winning projects with you in a format that makes it easy to adapt to your own students and programs. *Collaborative Units that Work* TEAMS Award Winners offers detailed unit plans for projects at the elementary school, middle school and high school levels. Projects singled out for their clearly demonstrated collaborative nature, positive impact on student learning and achievement, support from school leadership and the ability for others to replicate the project. Projects come with their creators expert advice, examples and strategies that will help you get staff and students excited and involved in true all school learning. Innovative classroom proven and imminently workable these are the projects that show just how effective and captivating creative collaboration can be.

The Assessment of Emergent

Bilinguals Kate Mahoney,2017-02-20 A practical guide to testing for teachers of English Language Learners This textbook is a comprehensive introduction to the assessment of students in K 12 schools who use two or more languages in their daily life English Language Learners ELLs or Emergent Bilinguals The book includes a thorough examination of the policy history and assessment measurement issues that educators should understand in order to best advocate for their students The author presents a decision making framework called PUMI Purpose Use Method Instrument that practitioners can use to better inform assessment decisions for bilingual children The book will be an invaluable resource in teacher preparation programs but will also help policy makers and educators make better decisions to support their students

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

[Writing Essentials](#) Regie Routman,2005 Accompanying DVD includes videos of the author working with student writers

Prentice Hall Writing and Grammar Handbook Grade 11

Student Edition 1st Edition 2003c Joyce Armstrong Carroll,Prentice Hall (School Division),2002-07-15 Everything you love about writing and grammar just got smaller Introducing Prentice Hall Writing and Grammar Communication in Action Handbook Edition Seamlessly integrate Prentice Hall Literature and the Writing and Grammar Handbook through easy to use cross references

Teaching Children Dance Susan M. Flynn,Emily Enloe,Theresa Purcell Cone,Stephen L.

Cone,2023-11-16 Teaching Children Dance is back and better than ever The fourth edition of this text retains everything dance educators have loved in previous editions while providing significant updates and new material What's New in This Edition New material in the text which contains learning experiences for physical education dance and classroom settings and is geared toward K 12 students of all ability levels includes the following Two new chapters that feature 32 new learning experiences for popular fitness and social dances as well as for folk and cultural dances based on traditional movements and songs from around the globe Instructional videos of teaching techniques movements and dances from the two new chapters Online resources accessed through HKPropel that include PowerPoint presentations gradable assessments and forms that can be used as is or adapted Other new material includes suggested answers to chapter ending reflection questions updates to discussions on dance and the whole child education initiative new material on how 21st century skills promote creative thinking collaboration communication global awareness and self direction and a description of the link between dance and the 2018 Physical Activity Guidelines for Americans Dance an Inherent Component of Education This latest edition of Teaching Children Dance brings a new perspective focused on dance as an inherent component of a child's education says

coauthor Susan Flynn Since our last edition educational issues have refocused on students gaining knowledge and skills that can be applied to all aspects of their lives Dance is one mode for learning that involves using the body and the senses to gather information communicate and demonstrate conceptual understandings Book Organization The text is organized into two parts with part I s seven chapters providing the foundation for developing dance learning experiences and offering ideas for planning a yearlong program a unit or a single lesson Part II contains two chapters of creative dance learning experiences and two chapters on choreographed learning experiences Each learning experience includes learning outcomes ideas for the introduction and warm up development and culminating dance variations and adaptations and assessment suggestions that are directly linked to each outcome Fun Learning for All Ability Levels Teaching Children Dance offers dance instructors insight into designing lessons for students of all skill levels including those with disabilities and provides a variety of teaching strategies assessment tools and instruction on effective demonstrations all to make the learning experience fun and motivating for the dancers We ve developed learning experiences that encourage creativity positive social interaction and motor skill development says Flynn Students view dance as a way to have fun This opens the door for dance to be a welcomed activity in the school curriculum Note A code for accessing HKPropel is not included with this ebook but may be purchased separately

Resources in Education,2001-10 *Why Am I Doing This?* Giselle O. Martin-Kniep,Diane Cunningham,Diana Muxworthy Feige,Hudson Valley Portfolio Assessment Project,1998 This book offers demonstrable proof that when teachers engage in sustained inquiry reflection and communication about assessment they can discover and define their own professionalism and refine their art of teaching

180 Days to Successful Writers Karen Donohue,Nanda N. Reddy,2005-12-08 Lesson plans linked to national standards help students develop lifelong writing skills and confidence as

writers while preparing them for standardized writing tests

Teaching Writing Gail E. Tompkins,2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K 8 the only title on the market to

thoroughly address both theprocessand theproductof writing Covers strategies for teaching prewriting drafting revising editing and publishing through writing workshops literature focus units and thematic units techniques for helping children

develop ideas organize writing choose vocabulary apply stylistic devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing AddressingProcess and Product NEW AWriting Workshop CD now included in every copy of the bookgives you specific insight into classroom

teaching in a workshop model illustrating both the writing process and product MeetingIndividual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides

clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning

forAccountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and outlining possible pitfalls writers

may face when writing in this specific genre **Saturday Review** ,1966 **Linguistics and Language Behavior Abstracts** ,1997 *Guide and Criteria for Program Quality Review* California. State Department of Education,California State Dept. of Education, Sacramento,1994 This document contains guidelines to be used by California schools in conducting the Program Quality Review PQR The goal of the self review process is to enable the entire school community to focus through extensive discussion on how the curriculum and instruction in a school can be improved so that all students can be fully engaged in a high quality thinking meaning centered curriculum Part 1 presents a question and answer format to clarify concerns about the PQR process and describes the major steps in the process preparation the curriculum self review process and implementation followup It also outlines the roles of external consultants Part 2 specifies criteria for evaluating curricula such as health education history and social science language arts mathematics physical education science and visual performing arts and instructional support Each curriculum criterion includes a focus statement and corresponding examples of student work and professional practices Instructional support sections contain a focus statement and exemplars of teaching activities The third part contains sample timelines student work summaries improvement plans and visitation reports The final part provides information about California regional networks of foundation and partnership schools and lists of relevant organizations and publications LMI *Guide and Criteria for Program Quality Review, Elementary* ,1993

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 **Living Between the Lines** Lucy Calkins,Shelley Harwayne,1991 Contains ideas for teaching reading and writing in the K 12 curriculum that include qualities of good writing introducing literature and rethinking of the writing workshop **Course Design** George J. Posner,Alan N. Rudnitsky,2001 Bridging theory and practice in curriculum development this field tested title provides teachers with invaluable concepts and skills for planning effective courses Pedagogical features include numerous exercises representative examples a glossary of terms bibliographic references as well as sample course designs completed by other students The step by step process of actually designing a course makes this text a unique approach to learning curriculum development skills *Teaching Reading* Pamela J. Farris,Carol J. Fuhler,Maria P. Walther,2004 A Balanced Approach to Literacy Instruction provides students with a strong background in using a balanced approach to literacy instruction Using the National Standards for English Language Arts as a guide the book calls for classroom teachers to become knowledgeable of and to master several literacy instructional practices applying each when appropriate A wide variety of literacy instructional practices are clearly presented Theories are accompanied by practical research based ideas that students can use as they complete their field based experiences and go out into their own classrooms In addition to its in depth coverage of phonics comprehension assessment and vocabulary instructional strategies A Balanced Approach to Literacy Instruction has wide coverage of technology and writing Ways to meet the needs of diverse

student populations are discussed throughout the book. Students also are provided with thorough lesson plans in reading, writing and technology for them to consider using or adapting for their field based experiences.

Decoding **1st Grade Poetry Rubric**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**1st Grade Poetry Rubric**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring affect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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