** Grade 1: Reading Informational Text Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Information and Ideas** | Recognize and Explain Author’s Ideas | You were able to **explain** the key points of the text and/or **describe** the problem and solution. | Good job! You were able to **retell** the key points of the text and/or **define** the problem and solution. | You are starting to **recall** the key points of the text and/or **state** the problem and solution. | Think: What did the author of the text want us to learn? Was there a problem and if so, how was it solved? |
| **Text Structures and Features** | Adjust Reading Rate as Necessary | You consistently **adjust** your reading rate according to your need and your purpose. | You are able to **tell** when to read faster and when to read slower according to your need and your purpose. | At times you are able to **tell** when to read faster and when to read slower. Think about why you are reading and what information you need from the text. | Think: Do I need to: slow down or speed up? What is the purpose for reading? Do I need to skim, scan, read slowly and carefully or quickly to find the information? |
| Recognize the Elements (charts, labels, symbols, print in environment) | You can **interpret** charts, labels, symbols, print in the environment in an informational text. | You can **explain** charts, labels, symbols, print in the environment in an informational text. | You are able to **locate** some of the text elements (charts, labels, symbols, print in the environment) in an informational text . | Think: What parts of the text help you to find information and learn about the topic?  |
| **Respond to and Analyze Texts** | Identify the Sequence (who, what, when, where, why, how)  | You are able to respond correctly to who, what, when, where, why, and how questions and **support** your responses with evidence from the text. | You are able to **respond** correctly to who, what, when, where, why, and how questions. | You are getting there. As you read **think** about answering the who, what, when, where, why, and how questions. | Think: How do these questions (who, what, when, where, why and how) help you to understand what you are reading? |
| Distinguish between fiction and non-fiction. | You are clearly able to **explain** why the text is fiction or non-fiction. | You are able to **tell** whether the text is fiction or non-fiction. | You are starting to tell the whether the text is fiction or non-fiction. | Think: Is the text true? Is the text make-believe? |

**Feedback:**