**ELA 10A Reading informational texts Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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)** |
| **Ideas and Information** | **Explain the human experience and values reflected** | You insightfully explain numerous connections between the message read and human experiences and values and compare and contrast these to similar messages in other texts.  | You explain connections between the message read and human experiences and values. | With help you explain some connections between the message read and human experiences and values. Think more fully about the message and what is says about all humans. | You need much help to explain the connection between the message read and human experiences and values. Let’s talk about how this text relates to you personally and how this relationship might be similar for other people. |
| **Adjust reading rate to suit purpose** | You intuitively adjust your rate of reading to suit the purpose of the text. You are able to take the care necessary to suit your purpose for reading (skim, scan and read carefully). | You naturally adjust your rate of reading to suit the purpose of the text. You know when to skim, scan and read carefully. | You need reminders to adjust your rate of reading to suit the purpose of the text. Make sure you know what you are hoping to learn before you begin. | You need help and guidance to adjust your rate of reading to suit the purpose of the text. Let’s review the different rates and how they match various purposes! |
| **Recognize and comprehend illusions and symbols** | You easily recognize and deeply understand the meaning and purpose of allusions and symbols in the text and can relate these to other reading experiences. | You recognize and understand allusions and symbols in the text. You are able to explain how the message is impacted by these techniques. | With assistance you recognize and understand some allusions and symbols in the text. Review how aspects of texts can represent aspects of the message in a non-literal way. | You need much help to recognize and understand allusions and symbols in a text. See me for help with recognizing implied ideas.  |
| **Analyze meaning, ideas and language** | You intuitively think critically and bring deep understanding to the relationship between meaning, ideas and language in a text. You can support your analyses with detail and explanation. | You think critically about the meaning, ideas and language of a text, how they connect, and can support your ideas with evidence from the text. | With help and cuing, you think critically about the meaning, ideas and language of a text. Consider again how all aspects of a text contribute to the overall message. | You need much help to think critically about the meaning, ideas and language of a text. Work through some examples with me to gain a better understanding. |
| **Text structures and features** | **Recognize and analyze text structures and elements** | You easily recognize and deeply analyze text structures and elements and how these contribute to the intended message of the text. You are able to draw comparisons to other texts and evaluate their effectiveness.  | You recognize and analyze text structures and elements and how these contribute to the intended message of the text. | With help you recognize and analyze some text structures and elements and how these contribute to the intended message of the text. Think deeply about how various texts are structured to suit the purpose. | You need much help to recognize and analyze text structures and elements and how these contribute to the intended message of the text. Refer back to examples done in class. |
| **Apply multiple language cues and conventions.** | You intuitively apply language cues and conventions in your reading so that the intended message is well understood. You can confidently explain all the ways you were able to make meaning from the text. | You apply many language cues and conventions in your reading so that the intended message is well understood. You can explain how you thought about your reading. | With help you apply some language cues and conventions in your reading so that the intended message is well understood. Review all the ways we can make meaning from texts, from words, to sentences, to illustrations. | You need much help to apply language cues and conventions in your reading so that the intended message is acceptably understood. See me for more information on selected cues and conventions and how they affect the message.  |
| **Respond to and analyze texts** | **Analyze explicit and implicit messages (viewpoint and concepts)** | You intuitively analyze explicit and implicit messages in the text to gain a rich understanding of what you have read. You know that messages can be obvious and hidden and can depend on the author’s viewpoint.. | You analyze explicit and implicit messages in the text to gain a deeper understanding of what you have read. | You need help to analyze explicit and implicit messages in the text for deeper understanding of what you have read. How do authors communicate meaning in less literal ways? | You require much help with identifying and analyzing explicit and implicit messages in the text so that you have a clear understanding of what you have read. Review examples from class. |
| **Relate texts to self, the world, and other texts** | You intuitively and deeply relate texts to yourself, the world, and other texts. You can provide insightful detail to support your connections. | You independently relate texts to yourself, the world, and other texts using detail to support your views. | You need help to relate texts to yourself, the world, and other texts. How can you connect these texts to larger issues? | With much help and prompting you relate texts to yourself, the world, and other texts. See me for a visual organizer of questions/prompts that can help you with this. |
| **Identify and analyze persuasive techniques** | You intuitively identify and analyze a wide variety of persuasive techniques used in written texts and can support your analyses with detailed support. | You independently identify and analyze persuasive techniques used in written texts. You can support your analysis with relevant details. | With help you identify and analyze some persuasive techniques used in written texts. Explore the many ways authors try to convince us of their viewpoint. | With much help and cuing you identify and analyze some persuasive techniques used in written texts. Let’s look at some examples from popular media to help you understand persuasive techniques. |
| **Construct images based on text descriptions** | You concisely construct images that clearly reflect the description in a text. You are able to take written text and communicate the same message visually. | You independently construct images that correctly reflect the description in a text.  | With help you construct images that reflect the description in a text. There are parts that are unclear, missing or inaccurate. Spend time “during the reading, making notes of what you’ll need to represent. | You require much help and prompting to construct images that accurately reflect the description in a text. Get help with a system to assist you with this task. You’ll need to keep track of your ideas somehow. |
| **Evaluate credibility and logic** | You deeply and intuitively evaluate the credibility and logic of a text, provide clear and concise reasoning for your evaluation, and compare and contrast it to other texts. | You evaluate the credibility and logic of a text citing reasons for your assessment. | With help you evaluate the credibility and logic of a text and provide some reasons for your evaluation. What other evidence can you use to support your evaluation? | With much help and prompting you evaluate the credibility and logic of a text and sometimes provide reasons for your evaluation. Review examples of how writers demonstrate their credibility in a text. |
| **Analyze quality** | You thoroughly analyze the quality of a text on a continuum from low to high and state in-depth reasons for your assessment. | You analyze the quality of a text on a continuum from low to high and state reasons for your assessment. | With help you analyze the quality of a text on a continuum from low to high and state some reasons for your assessment. | You need much help to analyze the quality of a text on a continuum from low to high and require prompting to state reasons for your assessment. What makes a high quality text? |

**Feedback:**