**ELA 10B Reading literary texts – specific criteria 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)** |
| **Ideas and Information** | **Interpret main ideas, events and themes** | You have a deep understanding of how main ideas, events and themes are conveyed in a literary text and how they connect to the overall message(s). You can support your ideas with descriptive examples. | You are able to interpret the main ideas, events and themes; describe how they were conveyed in the text; explain how they impact the overall message. | With help, you can identify the main ideas, events and themes but need to spend some more time thinking about how they connect to the purpose and audience for the text. | You are having trouble identifying the main ideas, events and/ or themes. What was the purpose of the text? What was the message? How did the author address these through the events and themes? |
| **Make generalizations about characters** | You have a strong sense of the characters in this text and can make generalizations about their appearance, motivations, biases, perspectives and actions. | You are able to make relevant generalizations about characters in the text and support your views with examples.  | With help, you can make some generalizations about characters in the text. Think about all aspects of the characters presented. | You are having trouble making generalization about characters. Try using s graphic organizer to collect your thoughts and impressions. |
| **Text structures and features** | **Recognize and analyze text structures, elements, techniques and stylistic devices** | You easily recognize and deeply analyze text structures, elements, devices and techniques 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, elements, devices and techniques and how these contribute to the intended message of the text.  | With help you recognize and analyze some text structures, elements, devices and techniques 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, elements, devices and techniques and how these contribute to the intended message of the text. Refer back to examples done in class. Think about things like flashback, foreshadowing, hyperbole. |
| **Respond to and analyze texts** | **Analyze quality and defend critical responses** | 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? |

**General Writing Criteria**

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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)** |
| **Ideas and Information** | **Differentiate between aspects of language and ideas (fact and opinion, figurative and literal language)** | You show a well-developed ability to differentiate between aspects of the text. You understand fact and opinion and how it connects to purpose. You also clearly understand the difference between figurative and literary language. You cite examples of each and state reasons for why they existed in what you read. | On your own, you are able to identify examples of fact and opinion, literary and figurative language. You do not confuse the two. You can state why each is used. | With some help, you are able to identify some examples of fact and opinion and literary and figurative language in what you read. Think about how this connects to purpose. What do you do when you aren’t sure? | You are having trouble distinguishing fact from opinion and literary from figurative language in what you read. Before you read, think about why the writer is writing. What is his/ her intent? How will this affect what they share and how they share it? How do authors make decisions about language and ideas? |
| **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 allusions 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.  |
| **Text structures and features** | **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 reflect on your own values and how they relate to the text. You relate this text to other texts in terms of topics, purposes and points of view and assess the impacts on readers. | You independently relate texts to yourself, the world, and other texts using detail to support your views. You consider differences and similarities in values, topics, purposes and points of view. | You need help to relate texts to yourself, the world, and other texts. How can you connect these texts to larger issues? How do these texts represent your values? How do they not? How does this text compare to other texts in points of view? Purpose? Topic? | 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. Think about things like values, point of view, topic and purpose as you make your comparisons. |
| **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 perspective, credibility and logic** | You deeply and intuitively evaluate the perspectives, 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 perspectives, credibility and logic of a text citing reasons for your assessment. | With help you evaluate the perspectives, 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 perspectives, credibility and logic of a text and sometimes provide reasons for your evaluation. Review examples of how writers demonstrate their credibility and perspectives in a text. |

**Feedback:**