**ELA 20 Reading Informational Texts – Specific criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Text Structures and Features** | **Evaluate texts for appropriateness of graphics and visual appeal** | You show a strong understanding of how graphics and visual features add or subtract from the appeal of the text. You can assess the effectiveness and make suggestions for improvement. | You can evaluate texts for appropriateness of graphics and visual appeal. You support your evaluation with evidence from the text. | With help, you can describe the relationship between graphics and visuals and appeal of a text. Continue to work on supporting your ideas and thinking about which aspects work best. | You are having trouble evaluating texts for appropriateness of graphics and visual appeal. What makes something visually appealing? How do you know? Why is this important? |
| **Responding to Texts** | **Evaluate texts for clarity, simplicity and coherence** | You are able to evaluate texts for clarity, simplicity and coherence. You can make suggestions for changing the impact and explain why you made those suggestions. | You are able to evaluate texts for clarity, simplicity and coherence based on relevant evidence and examples from the text. | With help, you can evaluate texts for clarity, simplicity and coherence. Continue to work on supporting your ideas with evidence from the text. | You are having trouble evaluating texts for clarity, simplicity and coherence. Explore what these terms can mean in various situations. Consider the purpose of the texts before evaluating. |
| **Perform instructions and procedures in texts** | You can follow spoken instructions of increasing complexity to perform specific tasks, to answer questions, or to solve problems. You can further apply your understanding to assisting others when needed. | You can follow instructions and procedures in informational texts to perform specific tasks, answer questions or solve problems.  | With some prompting, you can follow many spoken instructions to perform specific tasks, to answer questions, or to solve problems. Continue to work on keeping track of what you heard, so you can refer back when necessary, on your own. | You are having trouble following spoken instructions. What are the skills you need to get ready to listen? How can you record instructions for future reference?  |

**General Reading 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** | **Establish purpose** | You can establish both the reader’s and author’s purposes and can analyze the connection between the two. You support your ideas fully. | On your own you can establish both the purpose for reading and the author’s purpose. You support your ideas with examples. | With some help, you can establish the purpose for reading and the author’s purpose. How can you work toward doing this on your own? How does purpose connect to the message and how it is received? | You are having trouble establishing the purposes for writing and reading. How do we determine purpose? Where do we look for the clues? |
| **Differentiate fact from opinion, literal from figurative** | 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 literal 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, literal 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 literal 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 literal 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? |
| **Paraphrase and assess main ideas and themes** | You have a deep understanding of the main ideas, events and themes and how they are conveyed in a literary text and connect to the overall message(s). You can support your ideas with descriptive examples. | You are able to paraphrase and assess 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 many 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? |
| **Identify interrelationships** | You can identify and analyze interrelationships between and among ideas and concepts presented. You draw insightful connections and support your ideas fully. | You can identify interrelationships (cause and effect) between and among ideas and concepts presented. You support your ideas. | With help, you can identify some interrelationships between and among ideas and concepts presented. Continue to work on these connections and supporting your ideas more fully. | You are having trouble identifying interrelationships in what you read. Think about cause and effect in the text. How are ideas and concepts connected to deliver a larger message? |
| **Adjust reading rate to suit purpose** | You intuitively and confidently 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) and reading rate can vary even within a text depending on need.  | 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. What is your purpose for reading? | 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** | **Assess organization and elements** | You show a strong understanding between the author’s reasons for writing, their message and the elements and organizational choices they make. You can make strong connections and support you ideas with much evidence from the text. | You can assess the author’s purpose, ideas, point of view, tone, techniques and theme and the connections to the elements of the text (plot, setting characters) and organization. | With help, you can mostly assess the author’s purpose, ideas, point of view, tone, techniques and theme and the connections to the elements of the text (plot, setting characters) and organization. Continue to explore all of these aspects so you can more fully support your thinking with evidence from the text. | You are having trouble assessing the connection between the author’s purpose and message and the choices he or she made in terms of organization and elements. How did the author organize the text? How did his/ her purpose for writing impact what he/ she chose to share? How does it all fit together? |
| **Apply 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** | 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. |
| **Recognize use of rhetorical devices and effect on reader** | You can both recognize and analyze the use of rhetorical devices and their effect on the viewer. You can describe the relationship between these devices and the message, supporting your analysis with strong evidence from the text. | You can recognize the use of rhetorical devices (ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement) and the effect on the reader. | With help, you can recognize some of the rhetorical devices used by the author. Consider why an author uses these devices and the effect they have on the reader. | You are having trouble recognizing rhetorical devices within the text. Work through definitions and creating or finding examples so you can recognize them within a text more confidently. |
| **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 many 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. You have a good beginning. How can you connect these texts to larger issues? | You are having trouble relating 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 can make suggestions to increase persuasive component. | 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. |
| **Test own values and opinions against texts** | You can test your own ideas, values and opinions against those of characters in texts. You can further your thinking by exploring how other people from other backgrounds might be affected by the text. | You can test your own ideas, values, and opinions against those of characters in texts. You support your conclusions. | You can identify the ideas, values and opinions of characters in a text. Continue to explore your own ideas, values and opinions and compare and contrast them to the ones presented in the text. | You are having trouble exploring your own and character ideas, values and opinions. Make sure you can clarify what possible values might be. What opinions do the characters hold? What ideas are shared? How did you, personally, feel about the text and why? |
| **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, logic, truthfulness, trust and validity** | 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. |
| **Compare multiple texts about the same ideas, themes and issues** | You can compare, analyze and assess different texts on the same ideas, themes and issues. You can draw insightful and unique comparisons, supporting your ideas with thought-provoking examples and details. You can determine the impacts of the various texts. | You can compare and analyze different texts on the same ideas, themes and issues. You support your analysis with relevant and clear evidence and examples.  | With some help, you can compare and analyze different texts on the same ideas, themes and issues. Continue to work on supporting your ideas with strong evidence from the texts.  | You are having trouble comparing and analyzing different texts on the same ideas and issues. Perhaps a graphic organizer (Venn diagram, chart) would help you to clarify your thinking. Explore all the aspects that could be used for a comparison (message, techniques, etc.) |

**Feedback:**