**ELA 30B Reading Informational Texts 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** | **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 literal from figurative** | You show a well-developed ability to differentiate between aspects of the text. You 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 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 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 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 an informational 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? |
| **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! |
| **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 determine the degree to which their choices support or confound the intended purpose and relate your understanding to literary periods in world history. 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 and organization. You can express whether the organization supports or confounds the purpose and relate it to literary periods in world history. | 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 and organization. Continue to explore all of these aspects so you can more fully support your thinking with evidence from the text. Look at the larger context of literary world history – how does this text relate? | 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 message 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. |
| **Analyze persuasive techniques** | You easily analyze and assess the effectiveness of persuasive techniques in a representation, back up your ideas and draw comparisons to similar techniques in other works. You may make suggestions for increasing or altering the impact. | You analyze the persuasive techniques in a representation and back up your ideas with evidence. | You identify persuasive techniques in a representation. How can you recognize these techniques on your own? Think about how these techniques relate to each other and to the viewer. | With much assistance you identify some persuasive techniques. What does it mean to be persuasive? How do people persuade? Look for examples in multiple texts. |
| **Analyze the relationship between contexts/ events and the presentation and possible interpretations** | You show a clear understanding of the relationship between when, where and why a text is created and how it may be both presented and then interpreted. You consider multiple factors relating to context and consider multiple interpretations. You can explain the connections between elements clearly and concisely. | You can analyze the relationship between the historical, regional, cultural, political and social contexts and events and the presentation and interpretation of ideas, issues and themes presented. You support your ideas fully. | You can identify the contexts surrounding a text and some possible interpretations of the text, depending on who is reading it. Consider multiple contexts and events surrounding the creation of the text and why the author made the decisions he or she did. How does the context of the reader impact the interpretation? | You are having trouble analyzing the relationship between when and where a text was written and how it may look as well as how it may be interpreted? How does who we are and when we live affect what we write and how we write it? How do these same factors impact the reader? Think about how our stories affect what we have to say. |
| **Make connections** | 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. Your responses are personal and insightful. | You can connect ideas in the text to personal knowledge, experience and insights as well as to other texts and to the world. You can analyze this text in relation to personal, social, cultural, political and historical contexts. You provide examples. | 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? How can you respond in a way that is unique to you? | 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. How does this text make you feel? Why? |
| **Test own values and opinions against texts** | You can test your own ideas, value, behaviours and opinions against those 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, behaviours and opinions against those in texts. You support your conclusions. | You can identify the ideas, values, behaviours and opinions 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 the texts’s ideas, values, behaviours and opinions. Make sure you can clarify what possible values might be. What opinions does the author hold? What ideas are shared? How did you, personally, feel about the text and why? |
| **Evaluate accuracy, credibility, logic and usefulness of ideas** | You deeply and intuitively evaluate the accuracy, credibility, logic and usefulness of a text, provide clear and concise reasoning for your evaluation, and compare and contrast it to other texts. | You evaluate the accuracy, credibility, logic and usefulness of a text citing reasons for your assessment. | With help you evaluate the accuracy, credibility, logic and usefulness 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 accuracy, credibility, logic and usefulness of a text and sometimes provide reasons for your evaluation. Review examples of how writers demonstrate their credibility in a text. |

**Feedback:**