**Grade 3: Reading Fiction 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)** |
| **Ideas and Information** | Recognize author’s ideas and intent. | You were able to clearly explain the author’s ideas by providing insightful details. | Good job! You were able to tell what the author wanted to say with the story using relevant details. | You were able to explain the author’s ideas by providing some details. | Think: What did the author of the story want to say? What did the author want us to know? |
| Identify characters and character traits. | You were able to tell who all the characters are and many details about each character. | You were able to tell who the characters are and something about each character. | You were able to tell who some of the characters are and/or something about each character. | Think: Who are the characters?  Can you tell something about the character(s)? |
| Identify setting. | You are able to give many details to tell when and where the story took place. | You are able to tell when and where the story took place and give some details. | Good start! You are able to tell when and where the story took place. | Think: Dig deeper to find out when and where the story takes place. |
| **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 story. | 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? |
| Note the author’s content and craft. | You can easily identify the author’s content and craft and compare this to other author’s craft. | You can identify the author’s content and craft. | With assistance you can identify the author’s content and craft. | Think: How does this author write? What is the author’s craft? |
| **Respond to and analyze texts** | Comprehend the plot. | You can easily comprehend the plot and provide deeper insights of the plot. | You understand the basic plot of the story. | With assistance you can understand the basic plot of the story. | Think: What happened in the story? |
| Identify problem and solution. | You can explain what the problem was and how it was solved by including relevant details. | You can tell what the problem was and how it was solved. | With assistance you can tell what the problem and solution was. | You may need to re-read the information to be able to tell what the problem and/or solution was. Think: What was the problem in the story? How did they fix the problem? |
| React and connect to the text. | You can explain your reactions and connections to the text and provide examples. | You can explain your reactions and connections to the text | With help you can explain your reactions and connections to the text? | Think: How did the story make you feel? Has this experience ever happened to you? |

**Feedback:**