**Grade 3: 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** | Recognize author’s ideas and intent. | You were able to clearly explain the author’s intent by referencing author’s background. | Good job! You were able to determine why the author wrote the text and explain what the author wanted us to know based on the author’s background. | You were able to explain the author’s intent by referencing author’s background. | Think: What did the author of the text want to say? What did the author want us to know? |
| Identify main ideas and supporting details. | Wow! You can easily identify the ideas and many supporting details. | You can identify the main ideas and supporting details. | With help you can identify the main ideas and supporting details. | Think: What is the text about? What details support the text? |
| **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? |
| Text Structures | You can easily identify and state the purpose of various text structures. | You can identify the various text structures. | With help you can identify the various text structures. | Think: What are text structures? What are the different features of the text? |
| **Respond to analyze texts** | Extract significant information | Wow! You can easily follow the instructions and functional messages of the text and help others do the same. | You can follow the instructions or functional messages of the text. | With help you can follow the instructions of functional messages of the text. | Think: What are the steps of the instructions? What is the important information? |
| React and connect to the text. | You can easily 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 text make you feel? Have you ever heard of or seen this before? |