**Rubric for Informational Reading – Grade 4 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 and explain author’s ideas** | I have an in depth understanding of the author’s message and purpose for writing and can analyze how the author’s ideas connect to the message received by the reader. | I am able to independently explain the author’s message and purpose for writing. | With help, I am able to explain the author’s message and purpose for writing. How did the author provide details to support his/ her purpose? | Even with help, I am having great difficulty identifying author’s message and purpose for writing. How do I know what the message is? Why did the author create this text? |
| **Text structures and features** | **Recognize and explain techniques (foreshadowing questioning, hypothesis)** | I am able to recognize and explain, in depth, expository techniques the author used to relay information. I clearly understand the connection between techniques the author uses and what they are trying to say and can analyze why certain choices were made. | I am able to independently recognize and explain expository techniques the author used to relay information.  | With help, I am able to recognize and explain expository techniques the author used to relay information. How can I recognize all the techniques in a text? | Even with help, I am having great difficulty being able to recognize and explain expository techniques the author used to relay information. What are the techniques? What do they look like? Practice identifying them. |
| **Recognize the variety of expository text structures** | I have an in depth understanding of expository text structures, including: headings, diagrams, charts, tables, bold typeface, etc. and can explain how they link to the message and the purpose. | I am able to independently recognize expository text structures, including: heading, diagrams, charts, tables, bold typeface, etc.  | With help, I am able to recognize expository text structures, including: headings, diagrams, charts, tables, bold typeface, etc.  | Even with help, I am having great difficulty recognizing text structures, including: headings, diagrams, charts, tables, bold typeface, etc.  |
| **Adjust reading rates as necessary** | I adjust my reading rate with ease, according to my purpose. I clearly know what each rate is used for and can confidently apply the appropriate reading rate in many contexts. | I am able to independently adjust my reading rate, as necessary, according to my purpose.  | With help, I am able to adjust my reading rate, as necessary, according to my purpose. Why am I reading? What do I need to learn? | Even with help, I have difficulty adjusting my reading rate, as necessary, according to my purpose. What are the reading rates? What are they used for? |
| **Respond to and analyze texts** | **Recognize and explain implicit and explicit messages**  | I can confidently discuss implicit and explicit messages and provide support for my thoughts. | I can recognize and explain what is stated and what is inferred in texts. | With help, I am able to identify some message within the text. Spend a little more time exploring how to identify messages when they aren’t stated obviously. | Think: What are the messages? Are there any messages that you have to think about after you’ve read the entire text? Is there anything the author is saying about even larger ideas? |
| **Compare information on the same topic** | I can confidently draw forth detailed similarities and differences in texts. I can make text-text connections in many contexts. | I can compare information and determine similarities and differences. | With help, I can make some comparisons between ideas and information. A graphic organizer might help to organize thinking. | Think: What are the main ideas in the texts? How are they like other ideas you’ve read? How are they different? |
| **Support opinions and conclusions** | I can confidently support my own opinions and conclusions with reasons and details from the text and connect this to my own experiences. | My opinions/ conclusions are supported by text-based reasons and details. | With help, I am able to support my opinions and conclusions with evidence from the text. Explore ways to keep track of your thoughts when reading. | Think: What does this text tell you? How can you support your ideas so others can see you’ve thought things through? |

**Feedback:**