**Reading for Information – Grade 5 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** | **Determine author’s essential purpose, key ideas and arguments** | I show deep understanding of the author’s purpose, main ideas and arguments, and can analyze how those ideas relate to the message received by the reader. | I can explain the author’s purpose and the key ideas and arguments. I can also explain how those ideas relate to the message received by the reader. | With assistance, I can understand some of the author’s ideas and purpose, and can explain how those ideas relate to the message received by the reader. Think again about why the author may have created this text and how it links to what they wrote. | I am having some trouble with purpose and key ideas. Think: What ideas did the author have before he wrote this text? What did he want me to understand after I read it?  |
| **Distinguish among facts, supported inference and opinions.** | I show a deep understanding of the difference among facts, inferences and opinions and can share how they affect the reader and the kinds of information shared. | I can independently identify facts, inferences and opinions. | With assistance, I can explain the difference among facts, inferences and opinions. | I need to look for clues which will help me understand the difference between fact and opinion. |
| **IdI Identify supporting details, opinions and reasons** | I have a deep understanding of how authors support their main idea. I can identify many details, opinions and reasons given to support the main message in the text and I can assess their effectiveness.  | I can independently identify the details, opinions and reasons in the text that support the main idea. | With assistance, I can identify the main ideas, details, opinions and reasons in the text. What information does the author share to develop their writing? What can I learn from this text? | I am having difficulty finding the main ideas, details, opinions and reasons in the text. How do author’s give information? Why do they choose to share what they do? What did I learn? |
| **Text structures and features** | **Understand the link between text features and information** | I show a deep understanding how to find information and use the text features: format, graphics, sequence, diagrams, illustrations, charts, maps. I clearly understand how features give information in unique ways. | I can independently find information and use the text features: format, graphics, sequence, diagrams, illustrations, charts, maps. | With assistance, I can find information and use the text features: format, graphics, sequence, diagrams, illustrations, charts, maps. I need to think about how various text features give information in different ways. | Even with help, I am having difficulty finding information and using the text features: format, graphics, sequence, diagrams, illustrations, charts, maps. What do features tell me? |
| **Recognize and explain techniques (promises, flattery, comparison)** | I have a comprehensive I understanding of the techniques the author used to relay information. I can explain how and why these techniques were used.  | I can explain how the author’s use of promises, flattery, and comparison affect the message. | With help, I can find evidence of the author’s use of promises, flattery, and comparison but I am having trouble explaining why these techniques are used. | I need help to find examples of promises, flattery, and comparison and understand how and why the author uses them.  |
| **Adjust reading rates as necessary****Silent: 150-200****Oral: 110-150** | I adjust my reading rate easily according to my purpose and the requirements of the text. I can apply the appropriate reading rate in many contexts. | I can independently adjust my reading rate according to my purpose and the text requirements. | With help I can adjust my reading rate according to my purpose and the text requirements. I have to practice thinking about why I am reading and what rate will help me the most. | I cannot adjust my reading rate according to my purpose and the text requirements. I don’t understand why we use different reading rates. |
| **Respond to and analyze texts** | **Recognize and explain explicit and implicit messages.** | I have a deep understanding of the difference between explicit and implicit messages, can readily identify them in multiple texts and can provide evidence for my thinking.  | I can independently recognize and explain what is stated and what is inferred in the text. | With help, I can find explicit messages by the author. I need to work on identifying messages when they aren’t stated directly in the text. | Think: What does the author state directly? What might the author be trying to say to make us think higher? |
| **Compare information on the same topic** | I show an in-depth perception in finding similarities and differences in texts by combining information with what I already know, imagine, or expect. | I can independently compare similarities and differences on the same topic. | With help, I can compare similarities and differences on the same topic. Perhaps a graphic organizer will help me to do this independently. | Think: What information is the same in these texts? What information is different? |
| **Support****opinions and** **Conclusions** | I have a deep understanding how I can connect this to my own life, to other texts and to the world. | I can connect this to my own life, to other texts and to the world. | With assistance I can connect this to my own life, to other texts and to the world. | Think: How does this connect to my life? Have I read about this in another book?  |

**Feedback:**