 **Reading/ Viewing Informational Texts-Grade 6** 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 Essential Purpose and Key Ideas** | With a high degree of effectiveness, you are able to identify the author’s purpose and key ideas. You can also make connections between the purpose and key ideas and other elements of the text. | You can identify the author’s purpose and key ideas with a considerable effectiveness. | With help, you are mostly able to identify the author’s purpose and key ideas. Spend some time reading the text again and explaining it to someone else to see if you are able to identify the key ideas on your own. | Think: What is the author’s purpose? What are the key ideas? How does the author create their message throughout the text? What parts are most important? |
| **Identify Supporting Details, Reasons and Arguments** | With a high degree of effectiveness, you can thoroughly discuss the details, reasons and arguments the author uses to develop and support the message. | You are independently able to identify the details, reasons and/or arguments that support the main idea. | With help, you were able to identify details, reasons and arguments within the text. Dig a little deeper and explore the text again. How does the author support their message? What can you learn from this text? | Think: What is the main idea? What details, reasons and/or arguments support the main idea? What did the author hope you would learn/ believe after engaging in the text? |
| **Distinguish among Facts, Supported Inference and Opinion** | You are able to identify what is fact, what is opinion and what is inferred with a high degree of effectiveness. You clearly understand when aspects of the text draw from the author’s own beliefs. | You are able to identify what is fact, what is opinion and what is inferred with considerable effectiveness. | With help, you are able to identify what is fact, opinion and inference. You will need to spend more time thinking about what distinguishes a fact from a supported inference. | Think: Facts can be proven. What are the facts in this text? What does it mean “to read between the lines”? How do you know when an author is stating a personal belief or the belief of another person or group? |
| **Explain Author’s Ideas** | You clearly understand how the author’s ideas are linked to why they are writing and what their own experiences are. You can discuss this with confidence. | You are able to independently identify the author’s ideas based on their point of view and purpose for the text. | With help, you can identify the author’s ideas. You will need to spend some more time thinking about how ideas are connected to point of view and purpose. | Think: Why did the author write this text? What was the purpose? What is the author trying to say? What are the ideas the author is trying to share? |
| **Text Structures and Features** | **Link Text Features to Message(title, subheading, diagrams, graphs)** | You have a confident and in depth understanding of how text features impact the message being sent. You naturally examine these features when interacting with a text. | You understand how text features contribute to message with considerable effectiveness. | With help, you are able to identify text features and begin to explain how they are linked to the message. More practice in thinking about these features and what they tell you will help. | Think: How does the title, subheading, diagrams, graphs inform the reader? What do these features tell us that the rest of the text doesn’t? Why are they important? |
| **Recognize and Explain Techniques**  (**foreshadowing questioning, hypothesis)** | You have an in depth understanding of techniques used by the author to enhance and support the message and can readily expand on your thinking. | You can independently identify the author’s techniques and explain their importance to the text. | With help, you are able to identify some techniques and link them to the overall message. Spend a little more time learning about various techniques and looking at examples within texts. | Think: What is foreshadowing? What are other techniques author’s use to create interest and suspense? How can you recognize them in texts? |
| **Recognize the Variety of Expository Text Structures** | You have a deep understanding of a variety of expository text structures and can apply this understanding in multiple contexts. | You can identify the organizational structures/patterns such as problem/solution, essay, report | With help, you can identify text structures in texts. Spend some time exploring the variety of text structures available and learning how to recognize them. | Think: What are the various structures an author can use to organize their text? What is the purpose of each structure? |
| **Adjusts Reading Rates as Necessary** | You have a well-developed ability to adjust rate of reading according to purpose for reading. You confidently use these skills to meet your needs. | You can independently identify when it is appropriate to skim, scan, reread, adjust pace and preview. | With prompting, you are able to use a variety of reading rates. Make sure you know which rate to use when and practice doing so to increase your success with each rate. | Think: Why are you reading? What rate would be most appropriate? When is it important to read carefully and when is it not? |
| **Respond to and Analyze Texts** | **Support Opinion and Conclusions** | You can confidently support your own opinions and conclusions with reasons and details from the text and connect this to your own experiences. | Your opinions/ conclusions are supported by text-based reasons and details. | With help, you are able to support your opinions and conclusions with evidence from the text. Explore ways to keep track of your thoughts when you read. | Think: What does this text tell you? How can you support your ideas so others can see you’ve thought things through? |
| **Compare Information on the Same Topic** | You can confidently draw forth detailed similarities and differences in texts. You can make text-text connections in many contexts. | You can compare information and determine similarities and differences. | With help, you can make some comparisons between ideas and information. A graphic organizer might help you to organize your thinking. | Think: What are the main ideas in the texts? How are they like other ideas you’ve read? How are they different? |
| **Recognize and Explain Implicit and Explicit Messages** | You can confidently discuss implicit and explicit messages and provide support for your thoughts. | You can recognize and explain what is stated and what is inferred in texts. | With help, you are 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? |

**Feedback:**