** Reading Informational Texts – Grade 9 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** | **Summarize & Explain Message** | You demonstrate understanding of the explicit and implicit messages in the text. A clear understanding of the various layers of a message is apparent. | You demonstrate a clear understanding of the overall message and key ideas that support the message. | You demonstrate an understanding of most of the overall message and important ideas. Recording specific information might help you to recall information and form a summary. | You had trouble identifying the message and how the author created it. Spend much more time reviewing the text, recording ideas and information as they occur and reflecting on what you read. |
| **Cite Details** | 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? Highlighting the evidence might help. | You had difficulty locating the supporting details that contribute to the key ideas. Spend much more time analyzing the text. 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? |
| **Make predictions** | You can make, confirm and correct predictions and you clearly understand how predicting helps you to interpret and use texts to fit your needs. | You can independently make, confirm and correct predictions as they relate to the text. | With help, you were able to make and confirm predictions as they relate to the text. Spend a little more time stopping periodically to think about the text, where it is going and how it can fit your purpose. | When is it appropriate to make a prediction? Why do we predict while engaging in a text? How do predictions help us make decisions about a text? |
| **Text**  **structures and features** | **Organization of text** | You are able to explain how the text is organized and you clearly understand how organization affects the message. | You demonstrate a clear understanding of how the text is organized. | You can demonstrate understanding of how the text is organized with some help. Looking at text structures in other texts might help. | You had difficulty identifying how the text is organized. Spend much more time looking at how texts are organized and thinking about how organization affects how readers interact with the information. |
| **Recognizing conventions & techniques** | You have an in depth understanding of conventions and 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 use of conventions and techniques and explain their importance to the text. | With help, you are able to identify some techniques and conventions and can link them to the overall message. Spend a little more time learning about various techniques and looking at examples within texts. | What is foreshadowing? What are other techniques author’s use to create interest and suspense? How can you recognize them in texts? What conventions exist for informational texts? Why are they important? |
| **Adjust 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. | 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** | **Interpretation** | Student can provide an insightful interpretation of the text. You clearly understand how author’s purpose and reader’s purpose are connected and how this text meets both purposes. | You can provide a clear interpretation of the text, including the author’s purpose for creating it, and how it impacts the reader/viewer. | With help, you can give an adequate interpretation of the text. Spending time on a pre-writing graphic organizer might help as well as thinking about why the author created this text. | You had trouble you’re your interpretation of the text. Spend much more time before and during reading/viewing, thinking about why the author created the text and what purpose it serves to you and other readers. |
| **Evidence** | You provided strong and unique evidence to support your response. Your reasoning was very sound and compelling. | You gave reasonable evidence to support response. Your ideas were logical. | You provided some evidence to support your response. Think about why you believe what you believe and how the text led you to your conclusions. A graphic organizer might help. | You had trouble giving evidence to support your response. What do you believe about this text? What evidence can you find within the text or from other sources to support your ideas? How can you present your ideas so they are reasonable and logical? |

**Feedback:**