**Rubric for Reading Literary 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)** |
| **Message/ Meaning** | **Adjusting rate to suit purpose** | 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? |
| **Previewing and asking questions** | You clearly engaged in the text prior to reading and formulated a number of insightful questions that led to in depth comprehension and engagement in the text itself. | You previewed the text appropriately, making predictions and asking questions that would lead to increased comprehension. | Some help was needed to explore the text ahead of time and formulate questions which would lead to increased comprehension. More time could be spent exploring the text ahead of reading and asking more complex problems. | Much help was needed to help preview the text and ask questions. More time must be spent asking questions before beginning to find out answers. What do you want to know about the text? Why are questions so important to comprehension? |
| **Analyze message and point of view** | You can recognize the author’s message, point of view and predict how the message would change if the point of view changed. You can also expand on how point of view impacts reliability of information. | You can recognize the author’s point of view, the message and explain the reasons why the author made certain choices to suit their purpose. | With help, you could recognize the author’s point of view and the overall message. Now consider why the author may have chosen that particular point of view. How does point of view relate to purpose? | You are having trouble identifying the message and point of view. Think: Who is telling the story or giving the information? Why is point of view important? What is the overall message of the text? How do you know? |
| **Text structures and features** | **Analyze elements (setting, character, plot)** | You easily recognize and deeply analyze multiple text elements and how these contribute to the intended message of the text. You are able to draw comparisons to other texts and evaluate their effectiveness on their own and in relation to each other.  | You recognize and analyze text elements and how they contribute to the intended message of the text. You can analyze setting, character and plot. | With help you recognize and analyze some elements and how they contribute to the intended message of the text. Think deeply about all aspects of the text – setting, character and plot. How are they developed separately and how to they relate to each other? | You need much help to recognize and analyze elements how they contribute to the intended message of the text. Refer back to examples done in class. A graphic organizer will help you collect information before you begin your analysis. |
| **Analyze author’s craft (form, techniques, language)** |  You are able to insightfully analyze the author’s craft in a range of written texts. You support your personal and critical responses about form, technique and language with specific and relevant references to the text itself. You are able to imagine solutions or alternatives to aspects of the text craft and connect one aspect to another. | You are able to analyze the author’s craft in a range of written texts, including analyzing form, techniques and language. You support your personal and critical responses with references to the text itself. | With help, you can analyze some aspects of the author’s craft in a text. Think about all aspects of craft when offering an analysis and really work on supporting your opinions with references to the text itself. | You are having trouble analyzing the craft of a text. Think: How can I examine the craft of the author? Where do I look for ideas and support for my opinions? What is the form of this text? What techniques does the author use? What language have they chosen and why? |
| **Respond to and analyze texts** | **Make connections** | You are able to insightfully analyze the values on the text compared to your own and those of other groups. You elaborated on how the text impacted you and your understanding of the world and your place in it. Your connections are detailed, developed and varied; your links to the texts are clear and relevant. | You compare values in the text to the author’s values and your own values. You describe how the text contributed to your own understanding of self, your roles on society and your relationships with others. Your connections are strong and personal; you give reasons for the connections you make and you link reasons to the text. | With help, you could make some connections between the values represented in the texts and your own. You could describe some ways the text impacted you. You made some connections but you need to take more time to make them personal, relevant and strongly tied to the text.  | You needed a lot of help to make connections; you need to spend more time looking at the texts and how they might be relevant and important to me, other texts and the world. How are the values presented the same of different from your own? |

**Feedback:**