

Fifth GRADE LITERATURE

READING RESPONSE RUBRICS

| INDIVIDUAL STUDENT CHECKLIST | | LITERATURE READING RESPONSES | | LITERATURE STANDARDS AND CONCEPTS | | CITING TEXT EVIDENCE | | READING LITERATURE | | DETERMINING AND ANALYZING THEME | | LITERARY PLOT READING RESPONSE | |
|------------------------------|---|------------------------------|----------------|-----------------------------------|----------------|----------------------|----------------|--------------------|----------------|---------------------------------|-----------------|--------------------------------|-----------------|
| RL.1 | Cite textual evidence when the text supports an inference drawn from the text. | SL.1 | SL.1 | RL.1 | SL.1 | RL.1 | RL.1 | RL.2 | RL.2 | RL.3 | RL.3 | RL.3 | RL.3 |
| RL.2 | Determine a theme or theme(s) and how it is reflected in details; provide evidence that supports the theme(s). | SL.2 | SL.2 | RL.2 | SL.2 | RL.2 | RL.2 | RL.4 | RL.4 | RL.5 | RL.5 | RL.5 | RL.5 |
| RL.3 | Describe how a plot unfolds in a story, including how the characters and the plot may change over time. | SL.3 | SL.3 | RL.3 | SL.3 | RL.3 | RL.3 | RL.6 | RL.6 | RL.7 | RL.7 | RL.7 | RL.7 |
| RL.4 | Analyze the impact of a specific word choice on meaning and tone. | SL.4 | SL.4 | RL.4 | SL.4 | RL.4 | RL.4 | RL.6 | RL.6 | RL.9 | RL.9 | RL.9 | RL.9 |
| Advanced (4) | Analyze the impact of a specific word choice on meaning and tone. | Proficient (3) | Proficient (3) | Advanced (4) | Proficient (3) | Advanced (4) | Proficient (3) | Advanced (4) | Proficient (3) | Advanced (4) | Proficient (3) | Advanced (4) | Proficient (3) |
| Proficient (3) | Sufficiently analyzed the impact of a specific word choice on meaning and tone. | Text Structure | Text Structure | Text Structure | Text Structure | Text Structure | Text Structure | Point of View | Point of View | Comparing Texts | Comparing Texts | Comparing Texts | Comparing Texts |
| Text | MOOD AND TONE | SL.5 | SL.5 | RL.5 | SL.5 | RL.5 | RL.5 | SL.6 | SL.6 | RL.7 | RL.7 | RL.7 | RL.7 |
| SL.5 | Analyze the impact of a specific word choice on meaning and tone. | SL.6 | SL.6 | SL.6 | SL.6 | SL.6 | SL.6 | SL.7 | SL.7 | SL.9 | SL.9 | SL.9 | SL.9 |
| SL.6 | Cited textual evidence that most strongly supports an inference drawn from the text, including when inferences are drawn from the text. | SL.7 | SL.7 | SL.7 | SL.7 | SL.7 | SL.7 | SL.8 | SL.8 | SL.9 | SL.9 | SL.9 | SL.9 |
| SL.7 | Describe how a plot unfolds in a story, including how the characters and the plot may change over time. | SL.8 | SL.8 | SL.8 | SL.8 | SL.8 | SL.8 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 |
| SL.8 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 | SL.9 |

CCSS LITERATURE READING RESPONSE RUBRICS

| Emerging (0-1) | | Limited (2) | | Emerging (0-1) | | Limited (2) | | Emerging (0-1) | | Limited (2) | | Emerging (0-1) | | Limited (2) | |
|----------------|---|-------------|-------|----------------|-------|-------------|-------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| TEXT | Little to no particularity or originality in the development of plot or characters. | TEXT | TEXT | TEXT | TEXT | TEXT | TEXT | VIDEO ANALYSIS |
| SL.1 | Cited textual evidence that most strongly supports an inference drawn from the text, including when inferences are drawn from the text. | SL.2 | SL.2 | SL.3 | SL.3 | SL.4 | SL.4 | SL.5 | SL.5 | SL.6 | SL.6 | SL.7 | SL.7 | SL.8 | SL.8 |
| SL.3 | SL.4 | SL.5 | SL.6 | SL.7 | SL.8 | SL.9 | SL.9 | SL.10 | SL.10 | SL.11 | SL.11 | SL.12 | SL.12 | SL.13 | SL.13 |
| SL.4 | SL.5 | SL.6 | SL.7 | SL.8 | SL.9 | SL.10 | SL.10 | SL.11 | SL.11 | SL.12 | SL.12 | SL.13 | SL.13 | SL.14 | SL.14 |
| SL.5 | SL.6 | SL.7 | SL.8 | SL.9 | SL.10 | SL.11 | SL.11 | SL.12 | SL.12 | SL.13 | SL.13 | SL.14 | SL.14 | SL.15 | SL.15 |
| SL.6 | SL.7 | SL.8 | SL.9 | SL.10 | SL.11 | SL.12 | SL.12 | SL.13 | SL.13 | SL.14 | SL.14 | SL.15 | SL.15 | SL.16 | SL.16 |
| SL.7 | SL.8 | SL.9 | SL.10 | SL.11 | SL.12 | SL.13 | SL.13 | SL.14 | SL.14 | SL.15 | SL.15 | SL.16 | SL.16 | SL.17 | SL.17 |
| SL.8 | SL.9 | SL.10 | SL.11 | SL.12 | SL.13 | SL.14 | SL.14 | SL.15 | SL.15 | SL.16 | SL.16 | SL.17 | SL.17 | SL.18 | SL.18 |
| SL.9 | SL.10 | SL.11 | SL.12 | SL.13 | SL.14 | SL.15 | SL.15 | SL.16 | SL.16 | SL.17 | SL.17 | SL.18 | SL.18 | SL.19 | SL.19 |
| SL.10 | SL.11 | SL.12 | SL.13 | SL.14 | SL.15 | SL.16 | SL.16 | SL.17 | SL.17 | SL.18 | SL.18 | SL.19 | SL.19 | SL.20 | SL.20 |
| SL.11 | SL.12 | SL.13 | SL.14 | SL.15 | SL.16 | SL.17 | SL.17 | SL.18 | SL.18 | SL.19 | SL.19 | SL.20 | SL.20 | SL.21 | SL.21 |
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| SL.13 | SL.14 | SL.15 | SL.16 | SL.17 | SL.18 | SL.19 | SL.19 | SL.20 | SL.20 | SL.21 | SL.21 | SL.22 | SL.22 | SL.23 | SL.23 |
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| SL.15 | SL.16 | SL.17 | SL.18 | SL.19 | SL.20 | SL.21 | SL.21 | SL.22 | SL.22 | SL.23 | SL.23 | SL.24 | SL.24 | SL.25 | SL.25 |
| SL.16 | SL.17 | SL.18 | SL.19 | SL.20 | SL.21 | SL.22 | SL.22 | SL.23 | SL.23 | SL.24 | SL.24 | SL.25 | SL.25 | SL.26 | SL.26 |
| SL.17 | SL.18 | SL.19 | SL.20 | SL.21 | SL.22 | SL.23 | SL.23 | SL.24 | SL.24 | SL.25 | SL.25 | SL.26 | SL.26 | SL.27 | SL.27 |
| SL.18 | SL.19 | SL.20 | SL.21 | SL.22 | SL.23 | SL.24 | SL.24 | SL.25 | SL.25 | SL.26 | SL.26 | SL.27 | SL.27 | SL.28 | SL.28 |
| SL.19 | SL.20 | SL.21 | SL.22 | SL.23 | SL.24 | SL.25 | SL.25 | SL.26 | SL.26 | SL.27 | SL.27 | SL.28 | SL.28 | SL.29 | SL.29 |
| SL.20 | SL.21 | SL.22 | SL.23 | SL.24 | SL.25 | SL.26 | SL.26 | SL.27 | SL.27 | SL.28 | SL.28 | SL.29 | SL.29 | SL.30 | SL.30 |
| SL.21 | SL.22 | SL.23 | SL.24 | SL.25 | SL.26 | SL.27 | SL.27 | SL.28 | SL.28 | SL.29 | SL.29 | SL.30 | SL.30 | SL.31 | SL.31 |
| SL.22 | SL.23 | SL.24 | SL.25 | SL.26 | SL.27 | SL.28 | SL.28 | SL.29 | SL.29 | SL.30 | SL.30 | SL.31 | SL.31 | SL.32 | SL.32 |
| SL.23 | SL.24 | SL.25 | SL.26 | SL.27 | SL.28 | SL.29 | SL.29 | SL.30 | SL.30 | SL.31 | SL.31 | SL.32 | SL.32 | SL.33 | SL.33 |
| SL.24 | SL.25 | SL.26 | SL.27 | SL.28 | SL.29 | SL.30 | SL.30 | SL.31 | SL.31 | SL.32 | SL.32 | SL.33 | SL.33 | SL.34 | SL.34 |
| SL.25 | SL.26 | SL.27 | SL.28 | SL.29 | SL.30 | SL.31 | SL.31 | SL.32 | SL.32 | SL.33 | SL.33 | SL.34 | SL.34 | SL.35 | SL.35 |
| SL.26 | SL.27 | SL.28 | SL.29 | SL.30 | SL.31 | SL.32 | SL.32 | SL.33 | SL.33 | SL.34 | SL.34 | SL.35 | SL.35 | SL.36 | SL.36 |
| SL.27 | SL.28 | SL.29 | SL.30 | SL.31 | SL.32 | SL.33 | SL.33 | SL.34 | SL.34 | SL.35 | SL.35 | SL.36 | SL.36 | SL.37 | SL.37 |
| SL.28 | SL.29 | SL.30 | SL.31 | SL.32 | SL.33 | SL.34 | SL.34 | SL.35 | SL.35 | SL.36 | SL.36 | SL.37 | SL.37 | SL.38 | SL.38 |
| SL.29 | SL.30 | SL.31 | SL.32 | SL.33 | SL.34 | SL.35 | SL.35 | SL.36 | SL.36 | SL.37 | SL.37 | SL.38 | SL.38 | SL.39 | SL.39 |
| SL.30 | SL.31 | SL.32 | SL.33 | SL.34 | SL.35 | SL.36 | SL.36 | SL.37 | SL.37 | SL.38 | SL.38 | SL.39 | SL.39 | SL.40 | SL.40 |
| SL.31 | SL.32 | SL.33 | SL.34 | SL.35 | SL.36 | SL.37 | SL.37 | SL.38 | SL.38 | SL.39 | SL.39 | SL.40 | SL.40 | SL.41 | SL.41 |
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| SL.33 | SL.34 | SL.35 | SL.36 | SL.37 | SL.38 | SL.39 | SL.39 | SL.40 | SL.40 | SL.41 | SL.41 | SL.42 | SL.42 | SL.43 | SL.43 |
| SL.34 | SL.35 | SL.36 | SL.37 | SL.38 | SL.39 | SL.40 | SL.40 | SL.41 | SL.41 | SL.42 | SL.42 | SL.43 | SL.43 | SL.44 | SL.44 |
| SL.35 | SL.36 | SL.37 | SL.38 | SL.39 | SL.40 | SL.41 | SL.41 | SL.42 | SL.42 | SL.43 | SL.43 | SL.44 | SL.44 | SL.45 | SL.45 |
| SL.36 | SL.37 | SL.38 | SL.39 | SL.40 | SL.41 | SL.42 | SL.42 | SL.43 | SL.43 | SL.44 | SL.44 | SL.45 | SL.45 | SL.46 | SL.46 |
| SL.37 | SL.38 | SL.39 | SL.40 | SL.41 | SL.42 | SL.43 | SL.43 | SL.44 | SL.44 | SL.45 | SL.45 | SL.46 | SL.46 | SL.47 | SL.47 |
| SL.38 | SL.39 | SL.40 | SL.41 | SL.42 | SL.43 | SL.44 | SL.44 | SL.45 | SL.45 | SL.46 | SL.46 | SL.47 | SL.47 | SL.48 | SL.48 |
| SL.39 | SL.40 | SL.41 | SL.42 | SL.43 | SL.44 | SL.45 | SL.45 | SL.46 | SL.46 | SL.47 | SL.47 | SL.48 | SL.48 | SL.49 | SL.49 |
| SL.40 | SL.41 | SL.42 | SL.43 | SL.44 | SL.45 | SL.46 | SL.46 | SL.47 | SL.47 | SL.48 | SL.48 | SL.49 | SL.49 | SL.50 | SL.50 |
| SL.41 | SL.42 | SL.43 | SL.44 | SL.45 | SL.46 | SL.47 | SL.47 | SL.48 | SL.48 | SL.49 | SL.49 | SL.50 | SL.50 | SL.51 | SL.51 |
| SL.42 | SL.43 | SL.44 | SL.45 | SL.46 | SL.47 | SL.48 | SL.48 | SL.49 | SL.49 | SL.50 | SL.50 | SL.51 | SL.51 | SL.52 | SL.52 |
| SL.43 | SL.44 | SL.45 | SL.46 | SL.47 | SL.48 | SL.49 | SL.49 | SL.50 | SL.50 | SL.51 | SL.51 | SL.52 | SL.52 | SL.53 | SL.53 |
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| SL.48 | SL.49 | SL.50 | SL.51 | SL.52 | SL.53 | SL.54 | SL.54 | SL.55 | SL.55 | SL.56 | SL.56 | SL.57 | SL.57 | SL.58 | SL.58 |
| SL.49 | SL.50 | SL.51 | SL.52 | SL.53 | SL.54 | SL.55 | SL.55 | SL.56 | SL.56 | SL.57 | SL.57 | SL.58 | SL.58 | SL.59 | SL.59 |
| SL.50 | SL.51 | SL.52 | SL.53 | SL.54 | SL.55 | SL.56 | SL.56 | SL.57 | SL.57 | SL.58 | SL.58 | SL.59 | SL.59 | SL.60 | SL.60 |
| SL.51 | SL.52 | SL.53 | SL.54 | SL.55 | SL.56 | SL.57 | SL.57 | SL.58 | SL.58 | SL.59 | SL.59 | SL.60 | SL.60 | SL.61 | SL.61 |
| SL.52 | SL.53 | SL.54 | SL.55 | SL.56 | SL.57 | SL.58 | SL.58 | SL.59 | SL.59 | SL.60 | SL.60 | SL.61 | SL.61 | SL.62 | SL.62 |
| SL.53 | SL.54 | SL.55 | SL.56 | SL.57 | SL.58 | SL.59 | SL.59 | SL.60 | SL.60 | SL.61 | SL.61 | SL.62 | SL.62 | SL.63 | SL.63 |
| SL.54 | SL.55 | SL.56 | SL.57 | SL.58 | SL.59 | SL.60 | SL.60 | SL.61 | SL.61 | SL.62 | SL.62 | SL.63 | SL.63 | SL.64 | SL.64 |
| SL.55 | SL.56 | SL.57 | SL.58 | SL.59 | SL.60 | SL.61 | SL.61 | SL.62 | SL.62 | SL.63 | SL.63 | SL.64 | SL.64 | SL.65 | SL.65 |
| SL.56 | SL.57 | SL.58 | SL.59 | SL.60 | SL.61 | SL.62 | SL.62 | SL.63 | SL.63 | SL.64 | SL.64 | SL.65 | SL.65 | SL.66 | SL.66 |
| SL.57 | SL.58 | SL.59 | SL.60 | SL.61 | SL.62 | SL.63 | SL.63 | SL.64 | SL.64 | SL.65 | SL.65 | SL.66 | SL.66 | SL.67 | SL.67 |
| SL.58 | SL.59 | SL.60 | SL.61 | SL.62 | SL.63 | SL.64 | SL.64 | SL.65 | SL.65 | SL.66 | SL.66 | SL.67 | SL.67 | SL.68 | SL.68 |
| SL.59 | SL.60 | SL.61 | SL.62 | SL.63 | SL.64 | SL.65 | SL.65 | SL.66 | SL.66 | SL.67 | SL.67 | SL.68 | SL.68 | SL.69 | SL.69 |
| SL.60 | SL.61 | SL.62 | SL.63 | SL.64 | SL.65 | SL.66 | SL.66 | SL.67 | SL.67 | SL.68 | SL.68 | SL.69 | SL.69 | SL.70 | SL.70 |
| SL.61 | SL.62 | SL.63 | SL.64 | SL.65 | SL.66 | SL.67 | SL.67 | SL.68 | SL.68 | SL.69 | SL.69 | SL.70 | SL.70 | SL.71 | SL.71 |
| SL.62 | SL.63 | SL.64 | SL.65 | SL.66 | SL.67 | SL.68 | SL.68 | SL.69 | SL.69 | SL.70 | SL.70 | SL.71 | SL.71 | SL.72 | SL.72 |
| SL.63 | SL.64 | SL.65 | SL.66 | SL.67 | SL.68 | SL.69 | SL.69 | SL.70 | SL.70 | SL.71 | SL.71 | SL.72 | SL.72 | SL.73 | SL.73 |
| SL.64 | SL.65 | SL.66 | SL.67 | SL.68 | SL.69 | SL.70 | SL.70 | SL.71 | SL.71 | SL.72 | SL.72 | SL.73 | SL.73 | SL.74 | SL.74 |
| SL.65 | SL.66 | SL.67 | SL.68 | SL.69 | SL.70 | SL.71 | SL.71 | SL.72 | SL.72 | SL.73 | SL.73 | SL.74 | SL.74 | SL.75 | SL.75 |
| SL.66 | SL.67 | SL.68 | SL.69 | SL.70 | SL.71 | SL.72 | SL.72 | SL.73 | SL.73 | SL.74 | SL.74 | SL.75 | SL.75 | SL.76 | SL.76 |
| SL.67 | SL.68 | SL.69 | | | | | | | | | | | | | |

THESE RUBRICS WERE MADE TO GO ALONG WITH THE METHODOLOGY AND CONCEPTS TAUGHT IN MY MIDDLE SCHOOL READING UNITS AND NOVEL STUDIES. THEY WORK GREAT WITH ANY TYPE OF READING RESPONSES AS WELL.

| Fifth Grade Socratic Seminar Novel Reading ENTIRE YEAR CURRICULUM | | | |
|--|-----------------------------|-----------------------------|-----------------------------|
| INFO TO INSTRUCT | WRITING FOCUS | HISTORICAL FOCUS | SCIENCE FOCUS |
| 5 weeks | 4 weeks | 3 weeks | 3 weeks |
| CCSS LITERATURE READING UNIT | FIFTH GRADE READING UNIT | FIFTH GRADE READING UNIT | FIFTH GRADE READING UNIT |
| POETRY | POETRY IDENTIFICATION | NONFICTION | DISASTER POEMS |
| 1 week | 3-4 weeks | 3 weeks | 1 week |
| FIFTH GRADE LOST IN THE POETRY | FIFTH GRADE READING UNIT | FIFTH GRADE READING UNIT | FIFTH GRADE READING UNIT |
| FANTASY | MYTHOLOGICAL FICTION | POETRY | SCI-FI FICTION |
| 6 weeks | 8 weeks | 1 week | 3 weeks |
| FIFTH GRADE ADVENTURE | FIFTH GRADE READING UNIT | FIFTH GRADE READING UNIT | FIFTH GRADE READING UNIT |
| HOW INCLUDE PAST LEARNINGS, POWER WORDS, VOCABULARY, & IMPROVED ESSAYS | | | |

SIXTH GRADE FREAK THE MIGHTY

a middle school reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS



**new digital
ADD-ONS** now includes printables, vocabulary, & display slides

The image shows the front cover of the book "Middle Grade Freak the Mighty" by Jerry Spinelli. The title is written in large, colorful, bubbly letters. Below the title, the subtitle "an upper elementary reading unit" is written in a smaller, cursive script. At the bottom of the cover, it says "DIGS DEEPER INTO THE CCSS READING CONCEPTS". The book is shown with a blue ribbon bookmark.

MIDDLE GRADE WONDER BY R.J. POLACIO

an upper elementary reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

NOW INCLUDES
ANSWER KEYS,
VOCABULARY, &
DISPLAY SLIDES



by **Fun in 5th**

The image shows the front cover of the book "Middle Grade Holes by Louis Sachar". The title is at the top in large, colorful, block letters. Below it, the author's name is written in a smaller, white, serif font. A large, semi-transparent watermark of the title "MIDDLE GRADE HOLES" is overlaid across the center of the cover.

The image shows the front cover of the book 'MIDDLE GRADE PRISONER B-3087'. The title is at the top in large, colorful, bubbly letters. Below it, in a larger, bold, black font, is 'PRISONER B-3087'. Underneath that, in a smaller, cursive script, is 'an upper elementary reading unit'. Below the text is a black and white photograph of a concentration camp scene. A metal sign with the German words 'ARBEIT MACHT FREI' is prominently displayed in the center. In the background, there are tall, dark buildings and a fence. At the bottom of the cover, the text 'DIGS DEEPER INTO THE CCSS READING CONCEPTS' is written in a white, sans-serif font. In the bottom right corner, there is a small circular logo with the text 'The Teacher's Lounge'.

MIDDLE GRADE NUMBER THE STARS

an upper elementary reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS



NEW DIGITAL
ADD-ONS

Now includes answer keys, vocabulary, & display slides



MIDDLE SCHOOL GHOST BY JASON REYNOLDS

a middle school reading unit DIGS DEEPER INTO THE CCSS READING CONCEPTS



MIDDLE GRADE THE CROSSOVER

a fourth-sixth grade reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS



MIDDLE GRADE A LONG WALK TO WATER

a fifth-sixth grade reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPT



new digital
ADD-ONS

NOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

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MIDDLE GRADE THE GIVER BY LOIS LOWRY an upper elementary reading unit DIGS DEEPER INTO THE CCSS READING CONCEPTS

LITERATURE RESPONSE RUBRICS

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CHECKLISTS AND CONFERENCE FORMS

| | | |
|---|--|--|
| see and hear when reading me text to what they perceive when they listen or watch. | | |
| see and contrast texts in different genres (e.g., stories and poems; realistic and fantasy stories) in terms of how they relate to similar themes and | | |
| read and interpret stories, including stories, in grades 6-8 text complexity, with increasing high end of | | |

| | |
|---|--|
| 1. Precise language 2. Domain specific vocabulary | |
| Conclusion | |
| 1. Follows form 2. Supports information, explanations, and arguments presented | |
| Reading Comprehension and Text Evidence | |
| 1. Cited text-based evidence that most strongly supports an analysis of what the text says. 2. Read and comprehended literature at the high end of grades 4-8 text complexity. 3. Draw evidence from literary texts | |

100%
EDITABLE

TWO VERSIONS OF EACH RUBRIC INCLUDED

| | | | | | |
|----------------------------------|---|--|--|---|-------------|
| LITERATURE FOCUS: RL.2 | | DETERMINING THEME READING RESPONSE | | Name: _____ | GRADE _____ |
| RL.2 | READING LITERATURE | | WRITING | LANGUAGE | |
| Advanced (4) | DETERMINING THEME <ul style="list-style-type: none"> Determined a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | | <ul style="list-style-type: none"> Wrote a response on a topic or text that supported a point of view with reasons and information. Introduced a topic or text clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided logically ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Demonstrated command of the conventions of standard English grammar and usage when writing or speaking. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Accurately used grade-appropriate general academic and domain-specific words and phrases. | |
| Proficient (3) | DETERMINING THEME <ul style="list-style-type: none"> Determined a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | | <ul style="list-style-type: none"> Wrote a response on a topic or text that mostly supported a point of view with reasons and information. Introduced a topic or text clearly. Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. Provided mostly logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Mostly demonstrated command of the conventions of standard English grammar and usage when writing or speaking. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Mostly accurately used grade-appropriate general academic and domain-specific words and phrases. | |
| Limited (2) | DETERMINING THEME <ul style="list-style-type: none"> Somewhat determined a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | | <ul style="list-style-type: none"> Wrote a response on a topic or text that somewhat supported a point of view with reasons and information. Introduced a topic or text somewhat clearly. Created a somewhat organized structure in which ideas are logically grouped to support the writer's purpose. Provided somewhat logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Demonstrated some command of the conventions of standard English grammar and usage when writing or speaking. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Somewhat accurately used grade-appropriate general academic and domain-specific words and phrases. | |
| Emerging (0-1) | DETERMINING THEME <ul style="list-style-type: none"> Little to no determination a theme of a story, drama, or poem from details in the text. | | <ul style="list-style-type: none"> Wrote a response on a topic or text that had little to no support of a point of view with reasons and information. Little to no introduction of a topic or text. Created little to no organization structure in which ideas are logically grouped to support the writer's purpose. Provided little to no logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Demonstrated little to no command of the conventions of standard English grammar and usage when writing or speaking. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Used little to no accurate grade-appropriate general academic and domain-specific words and phrases. | |

| | | | | | | |
|----------------------------------|--|--|-------------|-------------|--|-------------|
| LITERATURE FOCUS: RL.2 | | DETERMINING THEME READING RESPONSE | | Name: _____ | GRADE _____ | |
| RL.2 | READING, WRITING, AND LANGUAGE TRAITS ASSESSED | | Score _____ | RL.1 | Reading, Writing, and Language Traits Assessed | Score _____ |
| W.1 | <ul style="list-style-type: none"> Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | W.1 | <ul style="list-style-type: none"> Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| RL.2 | <ul style="list-style-type: none"> Determined a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | | | RL.2 | <ul style="list-style-type: none"> Determined a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | |
| L.1 | <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | L.1 | <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.5 | <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | L.5 | <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| L.6 | <ul style="list-style-type: none"> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | L.6 | <ul style="list-style-type: none"> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| COMMENTS: | | | | COMMENTS: | | |

FULL GRADE-LEVEL LITERATURE
STANDARD-ALIGNED RUBRICS FOR
READING RESPONSES TO GRADE
EACH STANDARD.

HALF PAGES FOR MORE
INFORMAL AND QUICK
CHECKS OF RESPONSES.

ALL FORMS AND RUBRICS ARE 100% EDITABLE

| LITERATURE FOCUS: QUOTING ACCURATELY | | Name: _____ | | GRADE _____ | |
|--------------------------------------|--|---|-------------------------------|--|------------------|
| RL.1 READING LITERATURE | | WRITING | | LANGUAGE | |
| Advanced (4) | QUOTE ACCURATELY <ul style="list-style-type: none"> Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response that supported reasons and inferences. Introduced a topic. Created an organization that groups ideas logically to support a purpose. Provided logical details that are supported by evidence. | LITERATURE FOCUS: RL.2 | DETERMINING THEME <ul style="list-style-type: none"> Determined a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. | N N P P |
| | QUOTE ACCURATELY <ul style="list-style-type: none"> Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | |
| Proficient (3) | QUOTE ACCURATELY <ul style="list-style-type: none"> Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response that mostly supported reasons and inferences. Introduced a topic. Created a mostly organized response that logically groups writer's purpose. Provided mostly logical details that are supported by evidence. | RL.2 | READING LITERATURE <ul style="list-style-type: none"> Wrote a response that viewed text with empathy. Introduced clearly. Created a structure that logically writer's purpose. Provided reasons and facts and | N N P P |
| | QUOTE ACCURATELY <ul style="list-style-type: none"> Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | |

| LITERATURE FOCUS: RL.2 | | OBJECTIVE SUMMARY READING RESPONSE | Name: _____ | GRADE |
|----------------------------------|--|--|---|---|
| RL.2 | READING LITERATURE | WRITING | LANGUAGE | |
| Advanced (4) | OBJECTIVE SUMMARY <ul style="list-style-type: none">Provided an objective summary of the text. | <ul style="list-style-type: none">Wrote a response on a topic or text that supported a point of view with reasons and information.Introduced a topic or text clearly.Created an organizational structure in which ideas are logically grouped to support the writer's purpose.Provided logically ordered reasons that are supported by facts and details. | <ul style="list-style-type: none">Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.Accurately used grade-appropriate general academic and domain-specific words and phrases. | |
| | OBJECTIVE SUMMARY <ul style="list-style-type: none">Provided a mostly objective summary of the text. | <ul style="list-style-type: none">Wrote a response on a topic or text that mostly supported a point of view with reasons and information.Introduced a topic or text clearly.Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose.Provided mostly logical ordered reasons that are supported by details. | <ul style="list-style-type: none">Mostly demonstrated command of the conventions of standard English grammar and usage when writing or speaking.Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.Mostly accurately used grade-appropriate general academic and domain-specific words and phrases. | |
| | GRADE | | LANGUAGE | |
| Date: _____ | | | Response on a topic or text that supported a point of view and reasons and | <ul style="list-style-type: none">Demonstrated some command of the conventions of standard English grammar and usage when writing or speaking. |

| LITERATURE FOCUS: SETTING READING RESPONSE | | Name: _____ | GRADE _____ |
|---|---|---|---|
| RL.3 | READING LITERATURE | WRITING | LANGUAGE |
| Advanced (4) | <p>PLOT ANALYSIS</p> <ul style="list-style-type: none"> Compared and contrasted two or more settings in a story, drawing on specific details in the text (e.g., how the setting shapes the conflict or the characters). Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response on a topic or text that mostly supported a point of view with reasons and information. Introduced a topic or text clearly. Created an organized structure in which ideas are logically grouped to support the writer's purpose. Provided logically ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Demonstrated command of the conventions of standard English grammar and usage when writing or speaking. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Accurately used grade-appropriate general academic and domain-specific words and phrases. |
| Proficient (3) | <p>PLOT ANALYSIS</p> <ul style="list-style-type: none"> Sufficiently compared and contrasted two or more settings in a story, drawing on specific details in the text (e.g., how the setting shapes the conflict or the characters). Mostly quoted accurately from a text when explaining what the text says explicitly and | <ul style="list-style-type: none"> Wrote a response on a topic or text that mostly supported a point of view with reasons and information. Introduced a topic or text clearly. Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. Provided mostly logical ordered reasons that are | <ul style="list-style-type: none"> Mostly demonstrated command of the conventions of standard English grammar and usage when writing or speaking. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. Mostly accurately used grade-appropriate general academic and domain-specific words and phrases. |

RUBRICS FOR EACH CCSS LITERATURE STANDARD

MULTIPLE RUBRICS FOR A STANDARD WHEN IT NEEDS TO BE BROKEN DOWN

| | | | | | |
|---|--|---|---|---|---|
| <p>1</p> <p>explaining what the text says explicitly and when drawing inferences from the text;</p> <p>FACTORS inclusion of reasons in the text;</p> <p>00%</p> | <ul style="list-style-type: none"> Provided some logic reasons that are supported by facts and details. | <p>Emerg</p> <p>says explicitly and when drawing inferences from the text.., and research.</p> | <p>structure in which ideas logically grouped to support writer's purpose;</p> <ul style="list-style-type: none"> Provided little to no logical ordered reasons that are supported by facts and details. | <p>what the text says explicitly and when drawing inferences from the text.</p> | <p>grade-appropriate general academic and domain-specific words and phrases.</p> |
| <p>Emerging (0-1)</p> | <p>PLOT ANALYSIS</p> <ul style="list-style-type: none"> Minimal comparison of two or more settings in a story. Used little to no accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text., and research. | <p>Wrote a response on a topic or text that had little to no support of a point of view with reasons and information, used little to no accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text., and research.</p> | <p>Demonstrated little to no command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>grade-appropriate general academic and domain-specific words and phrases.</p> |
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100% EDITABLE

| | | | |
|---|---|---|---|
| LITERATURE FOCUS: RL.4 READING RESPONSE | | FIGURATIVE LANGUAGE | |
| Name: _____ | GRADE _____ | Name: _____ | GRADE _____ |
| Period: _____ Date: _____ | | Period: _____ Date: _____ | |
| RL.4 READING LITERATURE | GRADE | RL.6 READING LITERATURE | GRADE |
| Advanced (4) | Figurative Language | Advanced (4) | Point of View |
| <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a text that was organized and informative. Introduced clearly. Created structure logically to support the writer's purpose. Provided reasons facts and details. | <ul style="list-style-type: none"> Described how a narrator's or speaker's point of view influences how events are described. Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response on a topic or text that supported a point of view with reasons and information. Introduced a topic or text clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided logically ordered reasons that are supported by facts and details. |
| Proficient (3) | Figurative Language | Proficient (3) | Point of View |
| <ul style="list-style-type: none"> Sufficiently determined the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a text that was organized and informative. Introduced somewhat clearly. Created structure logically to support the writer's purpose. Provided ordered support. | <ul style="list-style-type: none"> Wrote a response on a topic or text that supported a point of view with reasons and information. Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response on a topic or text that supported a point of view with reasons and information. Introduced a topic or text clearly. Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. Provided mostly logical ordered reasons that are supported by facts and details. |
| Implied (2) | Figurative Language | Proficient (3) | Point of View |
| <ul style="list-style-type: none"> Limited determination of the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a text that was a point of view with reasons and information. Introduced somewhat clearly. Created structure ideas are support. Provided support. | <ul style="list-style-type: none"> Wrote a response on a topic or text that mostly supported a point of view with reasons and information. Introduced a topic or text clearly. Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. Provided mostly logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Wrote a response on a topic or text that mostly supported a point of view with reasons and information. Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| LITERATURE FOCUS: RL.7 MULTIMEDIA READING RESPONSE | GRADE | RL.9 COMPARING TEXTS | GRADE |
| Name: _____ | Period: _____ | Name: _____ | Period: _____ Date: _____ |
| RL.7 READING LITERATURE | GRADE | RL.9 READING LITERATURE | GRADE |
| Advanced (4) | Multimedia Analysis | Advanced (4) | Comparing Texts |
| <ul style="list-style-type: none"> Strong analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response text that supported with reasoning and detail. Introduced a clearly. Created a structure in which ideas are logically grouped with purpose. Provided logic reasons that are facts and details. | <ul style="list-style-type: none"> Wrote a response on a text that supported a point of view with reasons and information. Introduced a topic or text clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided logically ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Wrote a response on a text that supported a point of view with reasons and information. Introduced a topic or text clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided logically ordered reasons that are supported by facts and details. |
| Proficient (3) | Multimedia Analysis | Proficient (3) | Comparing Texts |
| <ul style="list-style-type: none"> Sufficient analysis of how visual and analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response text that mostly supported with new information. Introduced a clearly. Created a mostly structure in which ideas are logically grouped with purpose. Provided mostly logic reasons that are supported by facts and details. | <ul style="list-style-type: none"> Wrote a response on a text that mostly supported a point of view with reasons and information. Introduced a topic or text clearly. Created a mostly organizational structure in which ideas are logically grouped to support the writer's purpose. Provided mostly logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Wrote a response on a text that somewhat supported a point of view with reasons and information. Introduced a topic or text somewhat clearly. Created a somewhat organizational structure in which ideas are logically grouped to support the writer's purpose. Provided somewhat logical ordered reasons that are supported by facts and details. |
| Implied (2) | Multimedia Analysis | Implied (2) | Comparing Texts |
| <ul style="list-style-type: none"> Limited analysis of how visual and analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response text that mostly supported with new information. Introduced a clearly. Created a mostly structure in which ideas are logically grouped with purpose. Provided mostly logic reasons that are supported by facts and details. | <ul style="list-style-type: none"> Wrote a response on a text that somewhat supported a point of view with reasons and information. Introduced a topic or text somewhat clearly. Created a somewhat organizational structure in which ideas are logically grouped to support the writer's purpose. Provided somewhat logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Wrote a response on a text that somewhat supported a point of view with reasons and information. Introduced a topic or text somewhat clearly. Created a somewhat organizational structure in which ideas are logically grouped to support the writer's purpose. Provided somewhat logical ordered reasons that are supported by facts and details. |
| LITERATURE FOCUS: SL.1 DISCUSSION & LISTENING | GRADE | SL.1 DISCUSSION & LISTENING | GRADE |
| Name: _____ | Period: _____ Date: _____ | Name: _____ | Period: _____ Date: _____ |
| RL.9 DISCUSSION | GRADE | SL.1 DISCUSSION | GRADE |
| Advanced (4) | Analysis | Advanced (4) | Analysis |
| <ul style="list-style-type: none"> Responded to others' questions and comments with relevant evidence, observations, and ideas. | <ul style="list-style-type: none"> Provided meaningful analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Came to discussion prepared, having read or researched material; explicitly drew evidence from literary texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> Acknowledged new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| Proficient (3) | Analysis | Proficient (3) | Analysis |
| <ul style="list-style-type: none"> Adequately responded to others' questions and comments with relevant evidence, observations, and ideas. | <ul style="list-style-type: none"> Provided adequate meaningful analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Came to discussion adequately prepared, having read or researched material; explicitly drew evidence from literary texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> Adequately acknowledged new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| Implied (2) | Analysis | Implied (2) | Analysis |
| <ul style="list-style-type: none"> Somewhat responded to others' questions and comments with relevant evidence, observations, and ideas. | <ul style="list-style-type: none"> Provided some analysis of what the text says explicitly as well as inferences drawn from literary texts. | <ul style="list-style-type: none"> Came to discussion somewhat prepared, having read or researched material; explicitly drew evidence from literary texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> Somewhat acknowledged new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |

RUBRICS FOR EACH CCSS LITERATURE STANDARD

MULTIPLE RUBRICS FOR A STANDARD WHEN IT NEEDS TO BE BROKEN DOWN

| | | | | |
|-----------------|--|--|---|---|
| Emerging | <ul style="list-style-type: none"> Provided some reasons that facts and details. Cited little to no accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response that had a point of view with reasons and information. Little to no information on the topic of text. Created little to no organization structure in which ideas are logically grouped to support the writer's purpose. Provided little to no logical ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> structure in which ideas are logically grouped to support the writer's purpose. Used little to no ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Comments with relevant evidence, observations, and ideas. what the text says explicitly as well as inferences drawn from the text. texts to support analysis, reflection, and research. material; explicitly drew on that preparation to be able to probe and reflect on ideas under discussion and, when warranted, qualify or justify their own views in light of the evidence presented. |
| COMMENTS: | | | | |

| SOCRATIC SEMINAR | | Name: _____ | | Period: _____ Date: _____ | | | | | |
|------------------|--|---|---|---|---|---|---------------------------|--|--|
| DISCUSSION | | ANALYSIS | | EVIDENCE | | PREPARATION | | LISTENING | |
| 4 | Responded to others' questions and comments with relevant ideas. | Provided meaningful analysis of what this text says explicitly and when drawing inferences from the text. | Drew evidence from literary texts to support. | came to discussion prepared, having read or researched material, rapidly read or not. | Came to discussion prepared, having read or researched material, rapidly read or not. | Acknowledged new information expressed by others, and, when necessary, justified their ideas. | | | |
| 3 | Asked relevant questions with relevant ideas. | LITERATURE FOCUS: RL.1 | | QUOTING ACCURATELY READING RESPONSE | | LITERATURE FOCUS: RL.1 | | QUOTING ACCURATELY READING RESPONSE | |
| 2 | Asked relevant questions with relevant ideas. | Name: _____ | Period: _____ Date: _____ | GRADE | | Name: _____ | Period: _____ Date: _____ | GRADE | |
| 1 | Reading, Writing, and Language Traits Assessed | Score | | | | | | | |
| RL.1 | Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | LITERATURE FOCUS: RL.2 | | DETERMINING THEME READING RESPONSE | | LITERATURE FOCUS: RL.2 | | DETERMINING THEME READING RESPONSE | |
| | Wrote a response on a text that supported a point of view with reasons and information. | Score | | | | | | | |
| RL.2 | Reading, Writing, and Language Traits Assessed | Score | | | | | | | |
| RL.2 | Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | LITERATURE FOCUS: RL.2 | | OBJECTIVE SUMMARY READING RESPONSE | | LITERATURE FOCUS: RL.2 | | OBJECTIVE SUMMARY READING RESPONSE | |
| | Wrote a response on a text that supported a point of view with reasons and information. | Score | | | | | | | |
| RL.3 | Reading, Writing, and Language Traits Assessed | Score | | | | | | | |
| RL.3 | Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | LITERATURE FOCUS: RL.3 | | CHARACTERS READING RESPONSE | | LITERATURE FOCUS: RL.3 | | CHARACTERS READING RESPONSE | |
| W.1 | Wrote a response on a text that supported a point of view with reasons and information. | Score | | | | | | | |
| W.1 | Reading, Writing, and Language Traits Assessed | Score | | | | | | | |
| RL.3 | Composed and drew more characters, drawing on specific text (e.g., how characters interact). | LITERATURE FOCUS: RL.3 | | LITERARY PLOT READING RESPONSE | | LITERATURE FOCUS: RL.3 | | LITERARY PLOT READING RESPONSE | |
| L.1 | Demonstrated conventions of standard grammar and usage, speaking or writing. | Score | | | | | | | |
| L.1 | Reading, Writing, and Language Traits Assessed | Score | | | | | | | |
| W.1 | Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Score | | | | | | | |
| W.1 | Wrote a response on a topic or text that supported a point of view with reasons and information. | Score | | | | | | | |
| W.1 | Reading, Writing, and Language Traits Assessed | Score | | | | | | | |

TWO VERSIONS OF EACH RUBRIC INCLUDED

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|-----------|---|----|---|
| COMMENTS: | meanings. | | meanings. |
| | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | L6 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

| | | |
|--|--|--|
| <p>grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>COMMENTS:</p> | <p>L5 Unintended understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>L5 Unintended understanding of figurative language, word relationships, and nuances in word meanings.</p> |
| <p>COMMENTS:</p> | <p>L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

100%
EDITABLE

| READING RESPONSE | | GENERAL RESPONSE | GRADE: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------------|--|---|---|---|---|---|---|---|---|---|
| | READING | WRITING | LANGUAGE | | | | | | | |
| ADVANCED (4) | <ul style="list-style-type: none"> Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. | <ul style="list-style-type: none"> Wrote a response on a topic or text that supported a point of view with reasons and information. Introduced a topic or text clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided logically ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> Demonstrated common conventions of standard grammar and usage when writing or speaking. Demonstrated common conventions of standard capitalization, punctuation, and spelling when writing. Accurately used grade-appropriate general academic and domain-specific words and phrases. | | | | | | | |
| | <ul style="list-style-type: none"> Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote a response on a topic or text that mostly supported a point of view with reasons and information. | <ul style="list-style-type: none"> Mostly demonstrated common conventions of standard grammar and usage when writing or speaking. | | | | | | | |
| PROFICIENT (3) | <ul style="list-style-type: none"> Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. | <ul style="list-style-type: none"> Wrote an informative/explanatory response on a topic and conveyed ideas and information clearly. Introduced a topic or text clearly. Provided a general observation and focus. Grouped related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Linked ideas within and across categories of information using words, phrases, and clauses. Used precise language and domain-specific vocabulary to inform about or explain the topic. Provided a concluding statement or section related to the information or explanation presented. | <ul style="list-style-type: none"> Demonstrated common conventions of standard grammar and usage when writing or speaking. Demonstrated common conventions of standard capitalization, punctuation, and spelling when writing. Accurately used grade-appropriate general academic and domain-specific words and phrases. | | | | | | | |
| | <ul style="list-style-type: none"> Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Wrote an informative/explanatory response on a topic and mostly conveyed ideas and information clearly. Introduced a topic or text clearly. Grouped related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Sufficiently developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Sufficiently linked ideas within and across categories of information using words, phrases, and clauses. Used sufficient language and domain-specific vocabulary to inform about or explain the topic. Provided a sufficient concluding statement or section related to the information or explanation presented. | <ul style="list-style-type: none"> Mostly demonstrated common conventions of the conventions of standard English grammar and usage when writing or speaking. Demonstrated common conventions of standard capitalization, punctuation, and spelling when writing. Mostly accurately used grade-appropriate general academic and domain-specific words and phrases. | | | | | | | |
| LIMITED (2) | <ul style="list-style-type: none"> Somewhat quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Read and comprehended some literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. | <ul style="list-style-type: none"> Wrote an informative/explanatory response on a topic and somewhat conveyed ideas and information clearly. Introduced a topic or text clearly. Grouped related information somewhat logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Somewhat developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Somewhat linked ideas within and across categories of information using words, phrases, and clauses. Used some precise language and domain-specific vocabulary to inform about or explain the topic. Provided a somewhat concluding statement or section related to the information or explanation presented. | <ul style="list-style-type: none"> Demonstrated some of the conventions of standard English grammar and usage when writing or speaking. Demonstrated some conventions of standard capitalization, punctuation, and spelling when writing. Somewhat accurately used grade-appropriate general academic and domain-specific words and phrases. | | | | | | | |
| | <ul style="list-style-type: none"> Little to no literature or literary nonfiction at the high end of grades 4-5 text complexity band. | <ul style="list-style-type: none"> Said as few responses as possible to the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Linked little to no ideas within and across categories of information using words, phrases, and clauses. Used little to no precise language and domain-specific vocabulary to inform about or explain the topic. Did not provide a concluding statement or section or had little to no relation to the information or explanation presented. | <ul style="list-style-type: none"> Accurately used punctuation, and spelling when writing. Used limited to no grade-appropriate general academic and domain-specific words and phrases. | | | | | | | |
| EMERGING (1) | | | | | | | | | | |
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DIGITAL VERSION OF THE RUBRICS NOW INCLUDED

| | | | |
|---------------------|--|---|---|
| EMERGING (1) | <p>little to no literature or literary nonfiction at the high end of grades 4-5 text complexity band.</p> <p>Said as few responses as possible to the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Linked little to no ideas within and across categories of information using words, phrases, and clauses.</p> <p>Used little to no precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Did not provide a concluding statement or section or had little to no relation to the information or explanation presented.</p> | <p>little to no introduction of a topic or text.</p> <p>little to no organization structure in which ideas are logically grouped to support the writer's purpose.</p> <p>provided little to no logical ordered reasons that are supported by facts and details.</p> <p>Provided a concluding statement or section that had little to no relation to the opinion presented.</p> | <p>little to no introduction of a topic or text.</p> <p>little to no organization structure in which ideas are logically grouped to support the writer's purpose.</p> <p>provided little to no logical ordered reasons that are supported by facts and details.</p> <p>Provided a concluding statement or section that had little to no relation to the opinion presented.</p> |
|---------------------|--|---|---|

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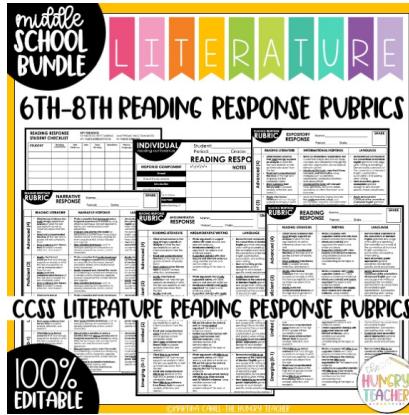
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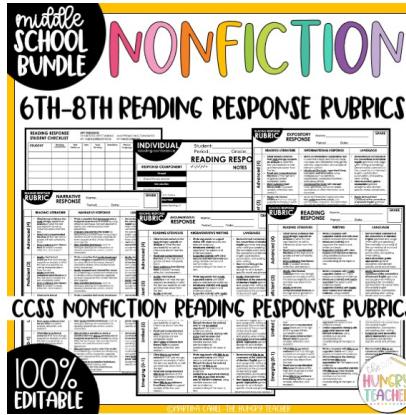
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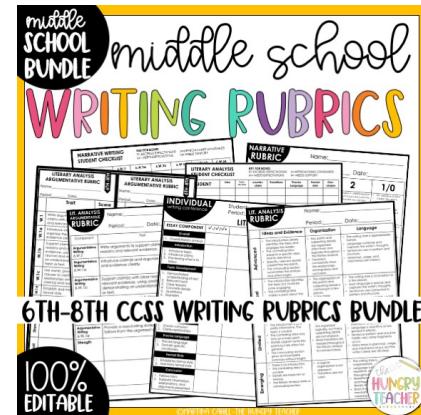
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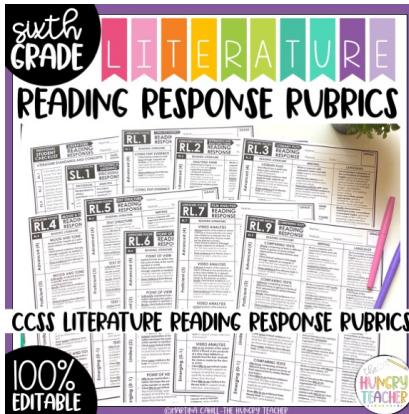
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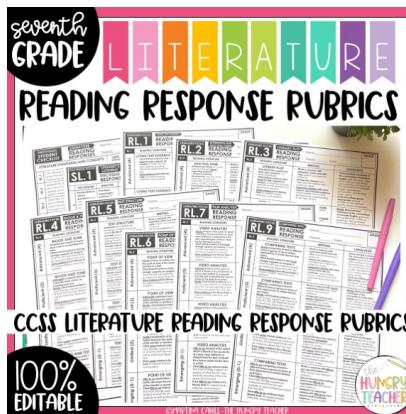
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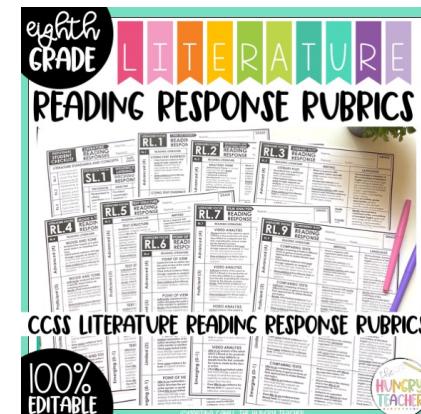
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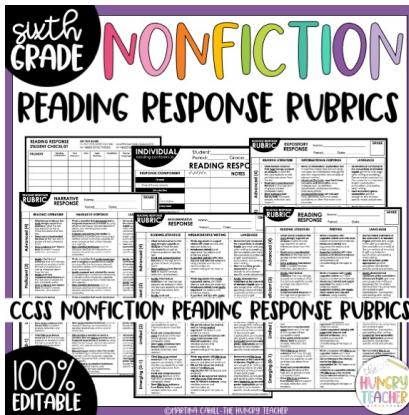
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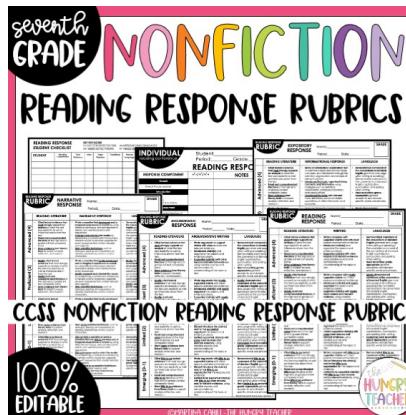
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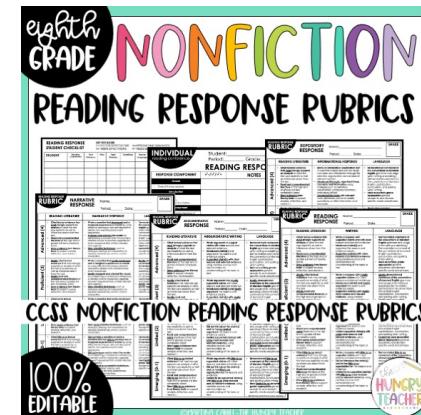
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