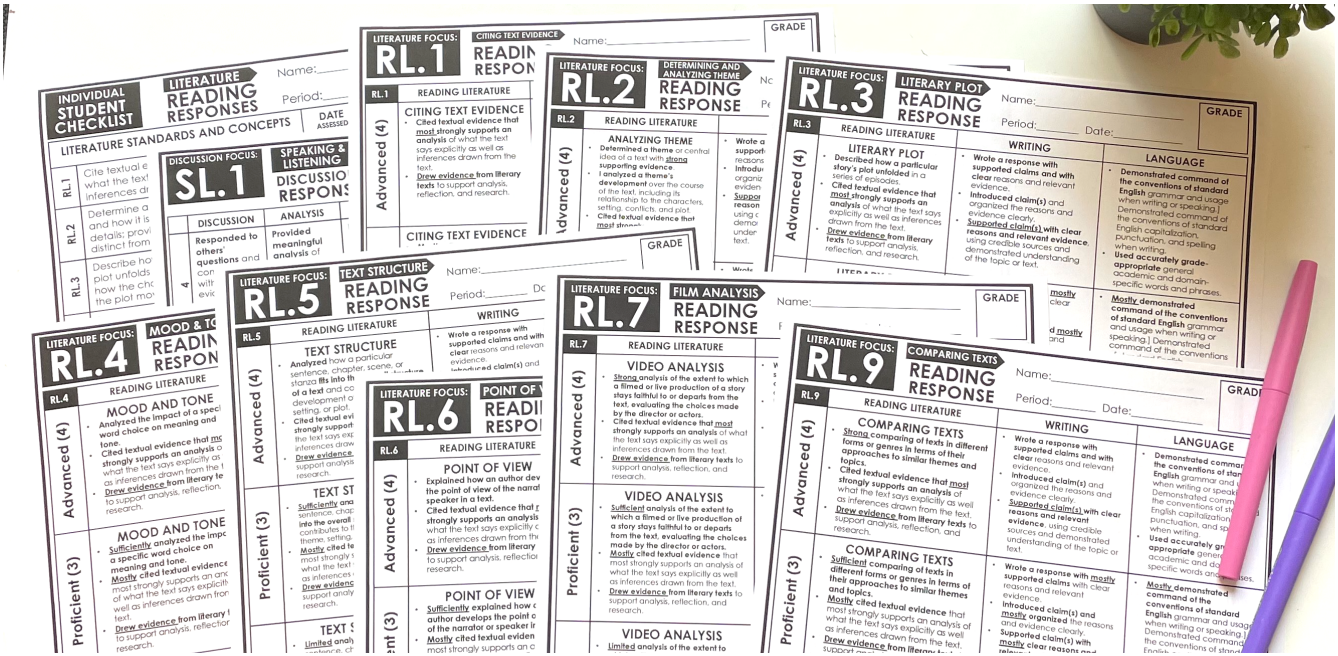
Fifth Grade

LITERATURE

READING RESPONSE RUBRICS



CCSS LITERATURE READING RESPONSE RUBRICS

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the HUNGRY TEACHER

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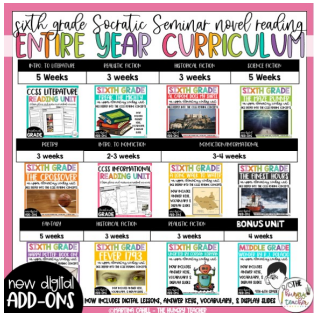
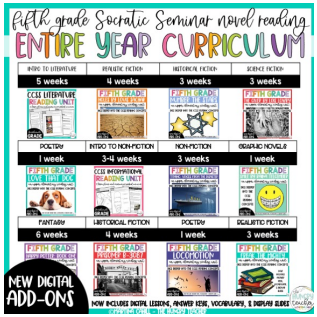
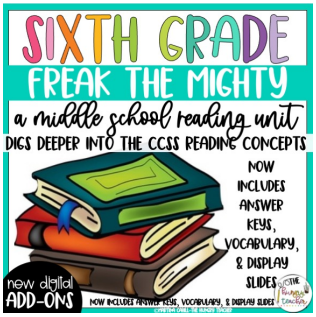
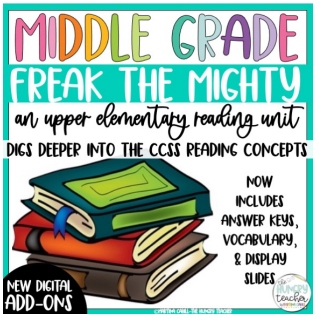
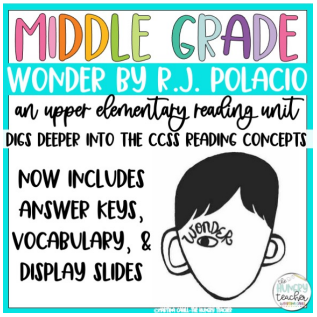
THESE RUBRICS WERE MADE TO GO ALONG WITH THE METHODOLOGY AND CONCEPTS TAUGHT IN MY MIDDLE SCHOOL READING UNITS AND NOVEL STUDIES. THEY WORK GREAT WITH ANY TYPE OF READING RESPONSES AS WELL.

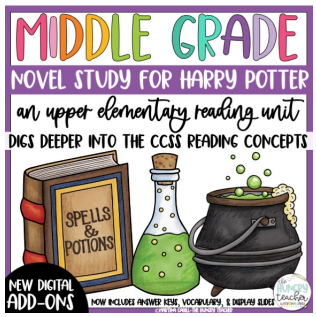


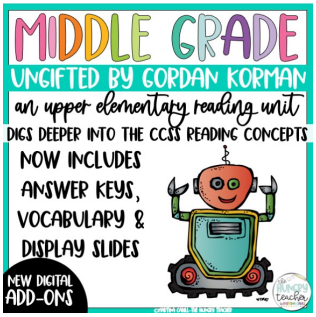


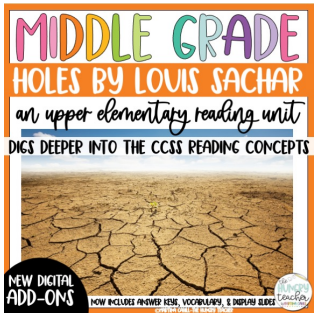


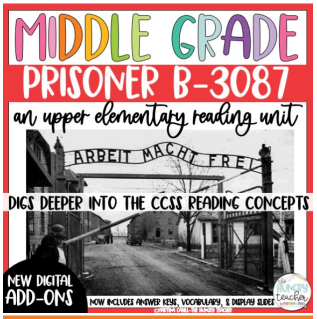


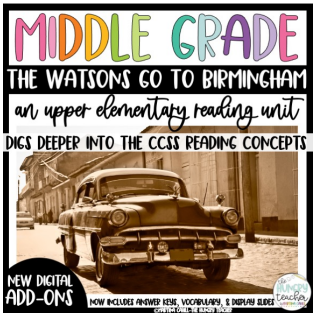


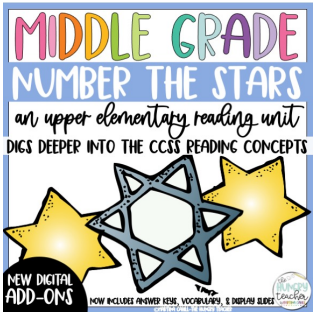


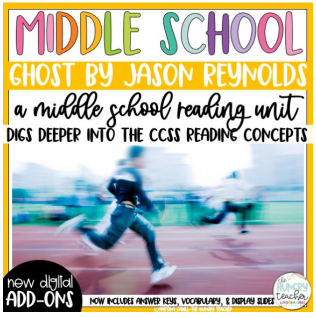


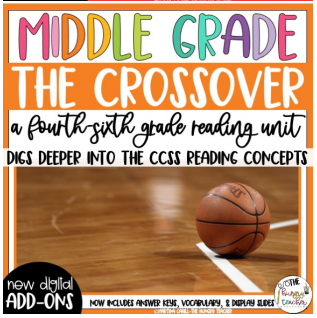


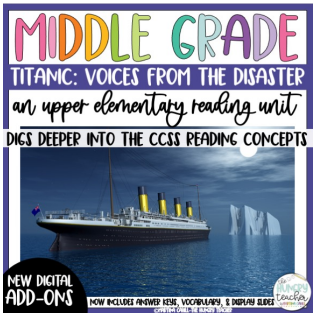


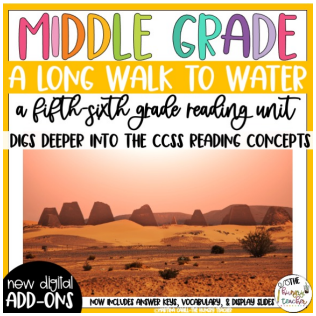


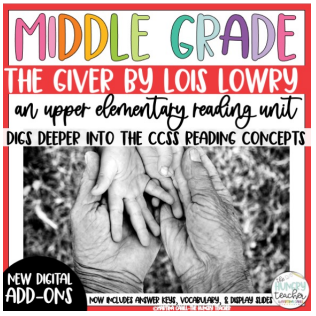












LITERATURE RESPONSE RUBRICS

PAGE	STANDARD	CONTENT
5		Individual Student and Class Checklist Assessment and Conference Forms
9	**RL.1**	**Quote Accurately** Reading Response Rubrics
11	**RL.2**	**Theme** Reading Response Rubrics
13	**RL.2**	**Objective Summary** Reading Response Rubrics
15	**RL.3**	**Analyzing Characters** Reading Response Rubrics
17	**RL.3**	**Analyzing Plot** Reading Response Rubrics
19	**RL.3**	**Analyzing Settings** Reading Response Rubrics
21	**RL.4**	**Figurative Language** Reading Response Rubrics
23	**RL.5**	**Text Structures** Reading Response Rubrics
25	**RL.6**	**Point of View** Reading Response Rubrics
27	**RL.7**	**Analyzing Multimedia** Reading Response Rubrics
29	**RL.9**	**Comparing Texts** Reading Response Rubrics
31	**SL.1/3**	**Socratic Seminar** and Class Discussion Rubrics

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CHECKLISTS AND CONFERENCE FORMS

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TWO VERSIONS OF EACH RUBRIC INCLUDED

LITERATURE FOCUS: RL.2 | **DETERMINING THEME READING RESPONSE** | Name:_____ Period:_____ Date:_____ | **GRADE**

RL.2	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	**DETERMING THEME** • **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.	• 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.**	• **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)	**DETERMING THEME** • **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.	• 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.**	• **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)	**DETERMING THEME** • **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.	• 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 some logical ordered reasons** that are supported by **facts and details.**	• **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)	**DETERMING THEME** • **Little to no determination a theme of a story**, drama, or poem from details in the text.	• 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.**	• **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 limited to no accurate grade-appropriate** general academic and domain-specific words and phrases.

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LITERATURE FOCUS: RL.2 | **DETERMINING THEME READING RESPONSE** | Name:_____ Period:_____ Date:_____ | **GRADE**

Standard	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.	
W.1	Wrote a response on a topic or text that supported a point of view with reasons and information.	
RL.2	**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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6	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:

LITERATURE FOCUS: RL.2 | **DETERMINING THEME READING RESPONSE** | Name:_____ Period:_____ Date:_____ | **GRADE**

Standard	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.	
W.1	Wrote a response on a topic or text that supported a point of view with reasons and information.	
RL.2	**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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6	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:

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

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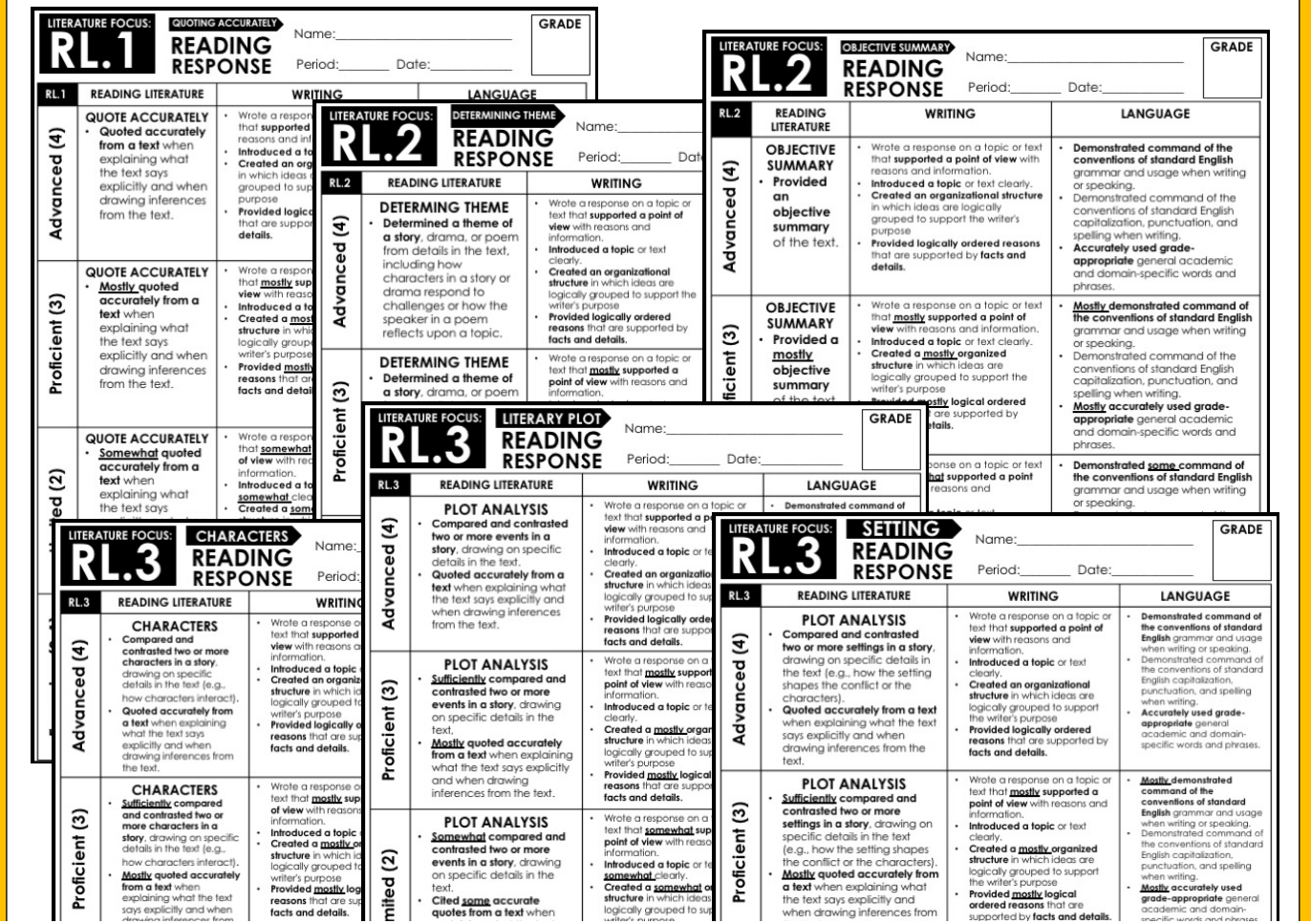

RUBRICS FOR EACH CCSS LITERATURE STANDARD

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

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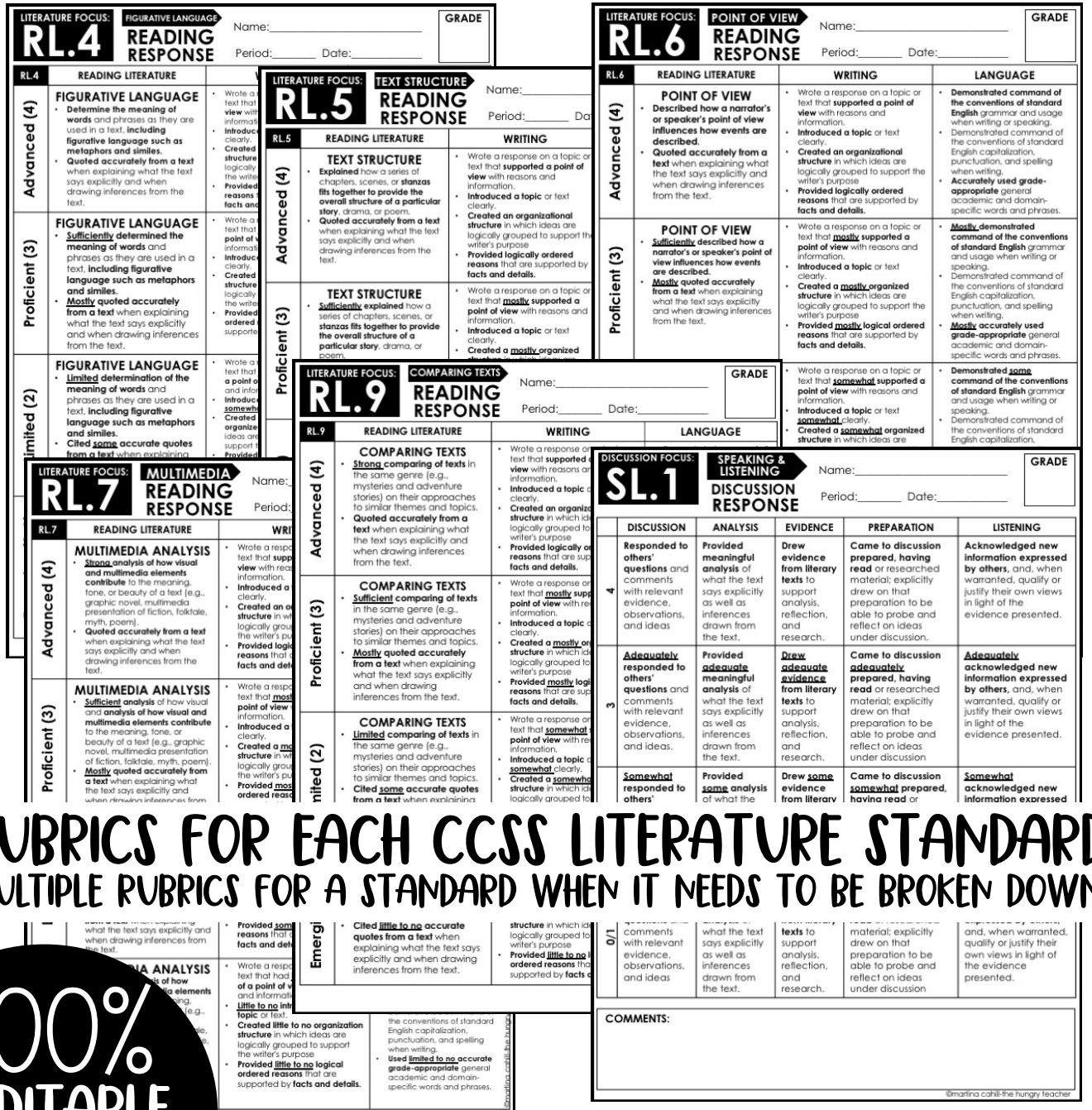

RUBRICS FOR EACH CCSS LITERATURE STANDARD

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

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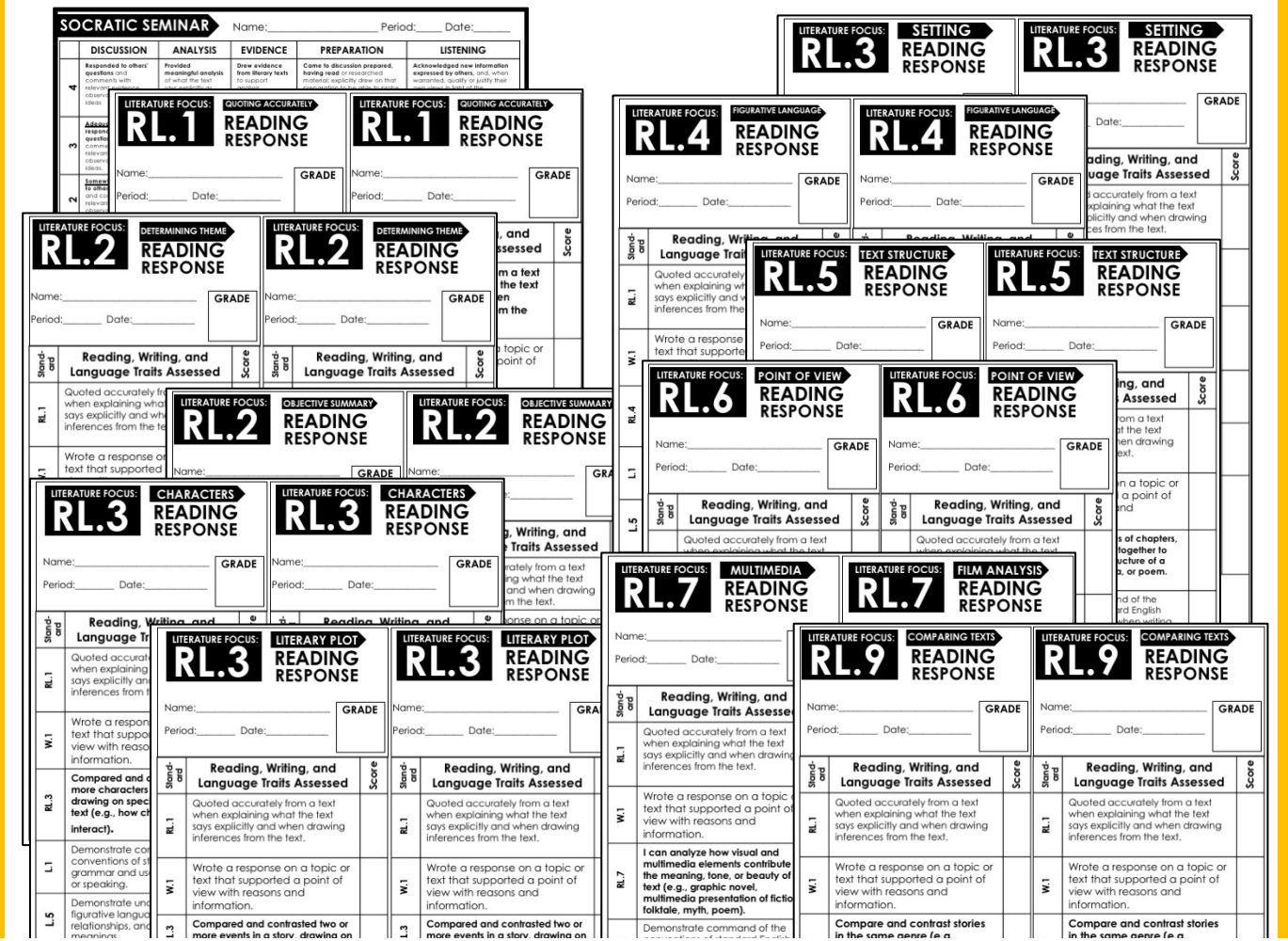

TWO VERSIONS OF EACH RUBRIC INCLUDED

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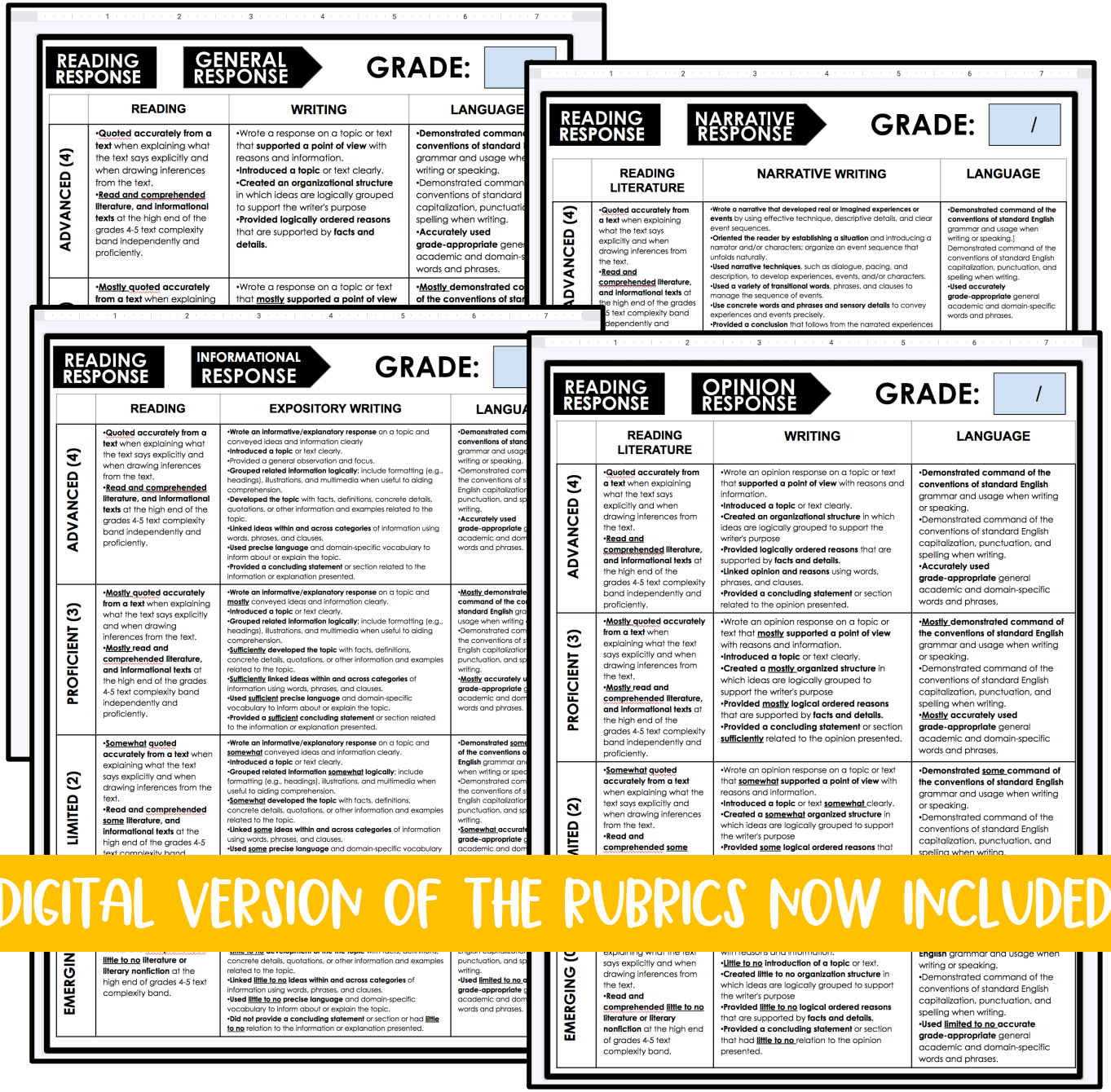


READING RESPONSE GENERAL RESPONSE GRADE:

	READING	WRITING	LANGUAGE
ADVANCED (4)	•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.	•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.	•Demonstrated comman conventions of standard grammar and usage whe writing or speaking. •Demonstrated comman conventions of standard capitalization, punctuatio spelling when writing. •Accurately used grade-appropriate gene academic and domain-s words and phrases.
	•Mostly quoted accurately from a text when explaining	•Wrote a response on a topic or text that mostly supported a point of view	•Mostly demonstrated co of the conventions of stan

READING RESPONSE NARRATIVE RESPONSE GRADE: /

	READING LITERATURE	NARRATIVE WRITING	LANGUAGE
ADVANCED (4)	•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	•Wrote a narrative that developed real or imagined experiences or events by using effective technique, descriptive details, and clear event sequences. •Oriented the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. •Used narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. •Used a variety of transitional words, phrases, and clauses to manage the sequence of events. •Use concrete words and phrases and sensory details to convey experiences and events precisely. •Provided a conclusion that follows from the narrated experiences	•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. •Used accurately grade-appropriate general academic and domain-specific words and phrases.

READING RESPONSE INFORMATIONAL RESPONSE GRADE:

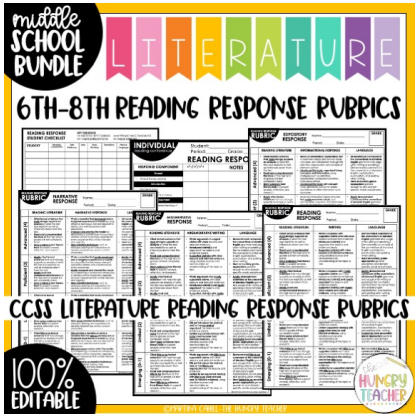
	READING	EXPOSITORY WRITING	LANGUA
ADVANCED (4)	•Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. •Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	•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.	•Demonstrated com conventions of stand grammar and usage writing or speaking. •Demonstrated com the conventions of s English capitalizatio punctuation, and sp writing. •Accurately used grade-appropriate g academic and dom words and phrases.
PROFICIENT (3)	•Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. •Mostly read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	•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 precise 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.	•Mostly demonstrate command of the co standard English gra usage when writing •Demonstrated com the conventions of s English capitalizatio punctuation, and sp writing. •Mostly accurately u grade-appropriate g academic and dom words and phrases.
LIMITED (2)	•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	•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. •Linked some ideas within and across categories of information using words, phrases, and clauses. •Used some precise language and domain-specific vocabulary	•Demonstrated some of the conventions o English grammar an when writing or spec •Demonstrated com the conventions of s English capitalizatio punctuation, and sp writing. •Somewhat accurate grade-appropriate g academic and dom
EMERGIN	little to no literature or literary nonfiction at the high end of grades 4-5 text complexity band.	little to no of explicitly at 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.	punctuation, and sp writing. •Used limited to no a grade-appropriate g academic and dom words and phrases.

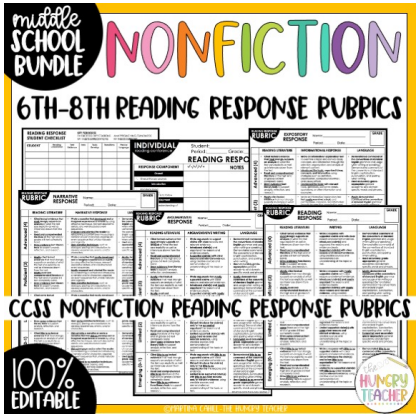
READING RESPONSE OPINION RESPONSE GRADE: /

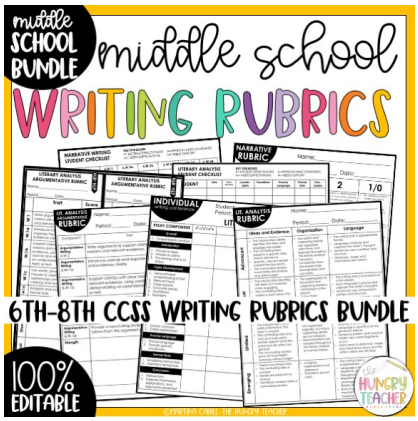
	READING LITERATURE	WRITING	LANGUAGE
ADVANCED (4)	•Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. •Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	•Wrote an opinion 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. •Linked opinion and reasons using words, phrases, and clauses. •Provided a concluding statement or section related to the opinion presented.	•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)	•Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. •Mostly read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	•Wrote an opinion 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. •Provided a concluding statement or section sufficiently related to the opinion presented.	•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)	•Somewhat quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. •Read and comprehended some	•Wrote an opinion 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 some logical ordered reasons that	•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.
EMERGING (1)	explaining what the text says explicitly and when drawing inferences from the text. •Read and comprehended little to no literature or literary nonfiction at the high end of grades 4-5 text complexity band.	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. •Provided a concluding statement or section that had little to no relation to the opinion presented.	English grammar and usage when writing or speaking. •Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. •Used limited to no accurate grade-appropriate general academic and domain-specific words and phrases.

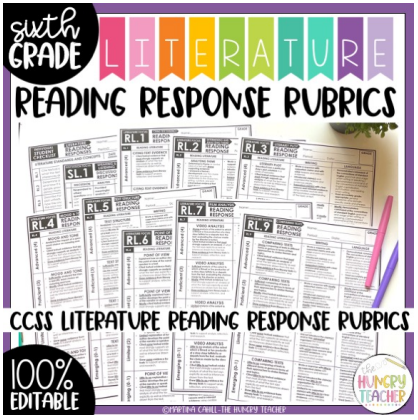
DIGITAL VERSION OF THE RUBRICS NOW INCLUDED

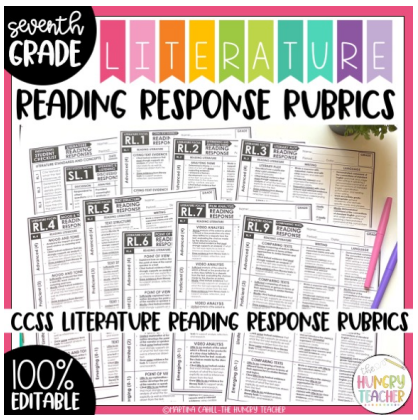
OTHER EDITABLE ELA RUBRICS AVAILABLE IN MY STORE

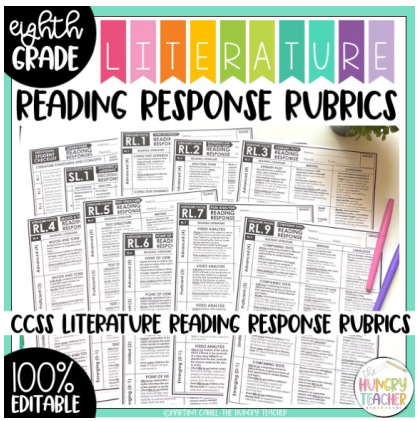


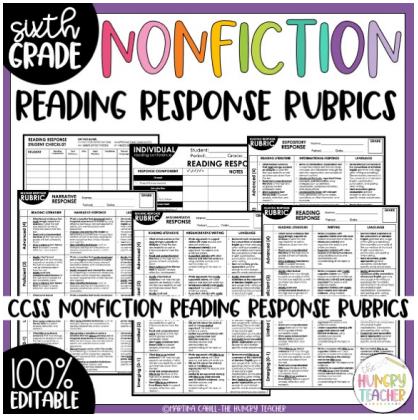


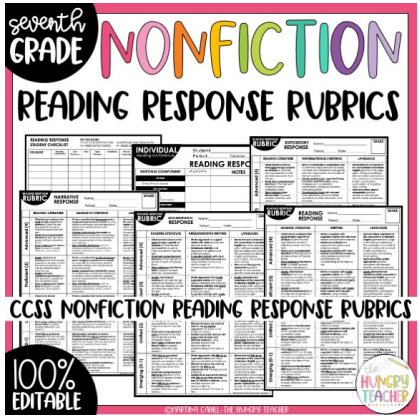


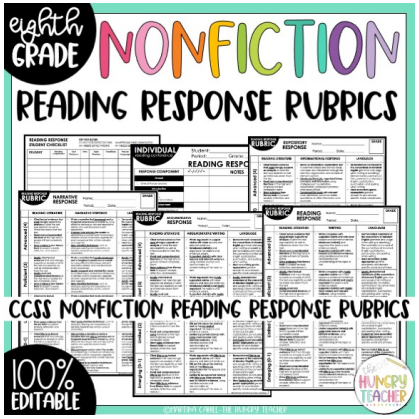












the HUNGRY TEACHER

by MARTINA CAHILL

THANK YOU

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