

# READING RESPONSE RUBRICS

# CCSS LITERATURE READING RESPONSE RUBRICS

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.

**SIXTH GRADE SOCRATIC SEMINAR NOVEL READING ENTIRE YEAR CURRICULUM**

UNIT	BOOK COVER	REASON FOR	UNIT	BOOK COVER	REASON FOR
CELESTIAL READING UNIT 5 weeks		5 weeks	CELESTIAL READING UNIT 3 weeks		3 weeks
CELESTIAL READING UNIT 3 weeks		3 weeks	EIGHTH GRADE READING UNIT 3 weeks		3 weeks
EIGHTH GRADE READING UNIT 5 weeks		5 weeks	EIGHTH GRADE READING UNIT 5 weeks		5 weeks
EIGHTH GRADE READING UNIT 5 weeks		5 weeks	EIGHTH GRADE READING UNIT 5 weeks		5 weeks
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EIGHTH GRADE READING UNIT 5 weeks		5 weeks	EIGHTH GRADE READING UNIT 5 weeks		5 weeks

# Fifth grade Socratic Seminar novel reading


## ENTIRE YEAR CURRICULUM

PRIDE & PREJUDICE	PERNICK PATTEN	INTERIOR DESIGN	SCIENCE FICTION
5 weeks	4 weeks	3 weeks	3 weeks
DOCTORY	PRIDE TO REMEMBRANCE	NON-FICTION	OBSCURE PEOPLE
1 week	3-4 weeks	3 weeks	1 week
FANTASY	LITEROTAL POTION	DOCTORY	SCIENTIFIC POTION
6 weeks	4 weeks	1 week	3 weeks

**NEW DIGITAL ADD-ONS**

HOW INCLUDES DIGITAL LITERACY, ANSWER KEY, VOCABULARY, & DISCUSSION QUESTIONS

**SIXTH GRADE**  
**FREAK THE MIGHTY**  
*a middle school reading unit*  
DIGS DEEPER INTO THE CCSS READING CONCEPTS




NOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

new digital ADD-ONS

HOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES


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**MIDDLE GRADE**  
**FREAK THE MIGHTY**  
an upper elementary reading unit  
DIGS DEEPER INTO THE CCSS READING CONCEPTS





NOW  
INCLUDES  
ANSWER KEYS,  
VOCABULARY,  
& DISPLAY  
SLIDES

NEW DIGITAL  
ADD-ONS




**MIDDLE GRADE**  
**WONDER BY R.J. POLACIO**  
an upper elementary reading unit  
DIPS DEEPER INTO THE CCSS READING CONCEPTS

NOW INCLUDES  
ANSWER KEYS,  
VOCABULARY, &  
DISPLAY SLIDES



**MIDDLE GRADE**  
NOVEL STUDY FOR HARRY POTTER  
*an upper elementary reading unit*  
DIGS DEEPER INTO THE CCSS READING CONCEPTS




**NEW DIGITAL  
ADD-ONS**


HOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAYABLE SLIDES

*Curriculum*

**MIDDLE GRADE**  
UNGIFTED BY GORDAN KORMAN  
*an upper elementary reading unit*  
DIGS DEEPER INTO THE CCSS READING CONCEPTS  
NOW INCLUDES  
ANSWER KEYS,  
VOCABULARY &  
DISPLAY SLIDES  
NEW DIGITAL  
ADD-ONS




**MIDDLE GRADE**  
**HOLES BY LOUIS SACHAR**  
*an upper elementary reading unit*  
DIPS DEEPER INTO THE CCSS READING CONCEPTS



**NEW DIGITAL  
ADD-ONS**

HOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES


lacebug  
LEARNING

**MIDDLE GRADE**  
**PRISONER B-3087**  
*an upper elementary reading unit*


**DIGS DEEPER INTO THE CCSS READING CONCEPTS**

**NEW DIGITAL  
ADD-ONS**

**HOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES**




**MIDDLE GRADE**  
THE WATSONS GO TO BIRMINGHAM  
*an upper elementary reading unit*  
DIPS DEEPER INTO THE CCSS READING CONCEPTS



**NEW DIGITAL  
ADD-ONS**

HOW IT INCLUDES RE-WATCH KIDS, VOCABULARY, & DISPLAY SLIDES

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**MIDDLE GRADE**

**NUMBER THE STARS**

*an upper elementary reading unit*

**DIGS DEEPER INTO THE CCSS READING CONCEPTS**

**NEW DIGITAL ADD-ONS**

**THE TEACHER'S TOOLKIT**

**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**

new digital  
**ADD-ONS**


**NOW INCLUDES ANSWER KEYS, VOCABULARY, & DIGITAL AIDS**

The Writing Coach

**MIDDLE GRADE**  
**THE CROSSOVER**

*a fourth-sixth grade reading unit*

DIGS DEEPER INTO THE CCSS READING CONCEPTS




new digital  
**ADD-ONS**

HOW INCLUDES ANSWER KEYS, VOCABULARY, & DISCUSSION QUESTIONS

CTE  
Reading  
Connections

**MIDDLE GRADE**  
**TITANIC: VOICES FROM THE DISASTER**  
*an upper elementary reading unit*  
DIPS DEEPER INTO THE CCSS READING CONCEPTS




**NEW DIGITAL  
ADD-ONS**

NEW INCLUDES ANSWER KEYS, VOCABULARY, 5 DISPLAY DESKS


*Teacher's*  
Teacher's

**MIDDLE GRADE**  
**A LONG WALK TO WATER**  
*a fifth-sixth grade reading unit*  
DIGS DEEPER INTO THE CCSS READING CONCEPTS



new digital  
**ADD-ONS**


HOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAYABLES

Curriculum  
Connections

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

**NEW DIGITAL  
ADD-ONS**

**SHOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY IDEAS**





# LITERATURE RESPONSE RUBRICS

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# TWO VERSIONS OF EACH RUBRIC INCLUDED

LITERATURE FOCUS: <b>RL.2</b>		DETERMINING THEME <b>READING RESPONSE</b>		Name: _____	GRADE _____
		Period: _____ Date: _____			
RL.2	READING LITERATURE	WRITING	LANGUAGE		
Advanced (4)	<b>DETERMINING THEME</b> • <b>Determined a theme of a story, drama, or poem</b> 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 <b>supported a point of view</b> with reasons and information. • <b>Introduced a topic or text</b> clearly. • <b>Created an organizational structure</b> in which ideas are logically grouped to support the writer's purpose. • <b>Provided logically ordered reasons</b> that are supported by facts and details.	• <b>Demonstrated command of the conventions of standard English</b> grammar and usage when writing or speaking. • Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <b>Accurately used grade-appropriate</b> general academic and domain-specific words and phrases.		
Proficient (3)	<b>DETERMINING THEME</b> • <b>Determined a theme of a story, drama, or poem</b> 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 <b>mostly supported a point of view</b> with reasons and information. • <b>Introduced a topic or text</b> clearly. • <b>Created a mostly organized structure</b> in which ideas are logically grouped to support the writer's purpose. • <b>Provided mostly logical ordered reasons</b> that are supported by facts and details.	• <b>Mostly demonstrated command of the conventions of standard English</b> grammar and usage when writing or speaking. • Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <b>Mostly accurately used grade-appropriate</b> general academic and domain-specific words and phrases.		
Limited (2)	<b>DETERMINING THEME</b> • <b>Somewhat determined a theme of a story, drama, or poem</b> 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 <b>somewhat supported a point of view</b> with reasons and information. • <b>Introduced a topic or text</b> <b>somewhat</b> clearly. • <b>Created a somewhat organized structure</b> in which ideas are logically grouped to support the writer's purpose. • <b>Provided some logical ordered reasons</b> that are supported by facts and details.	• <b>Demonstrated some command of the conventions of standard English</b> grammar and usage when writing or speaking. • Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <b>Somewhat accurately used grade-appropriate</b> general academic and domain-specific words and phrases.		
Emerging (0-1)	<b>DETERMINING THEME</b> • <b>Little to no determination a theme of a story, drama, or poem</b> from details in the text.	• Wrote a response on a topic or text that had <b>little to no support of a point of view</b> with reasons and information. • <b>Little to no introduction of a topic or text</b> . • <b>Created little to no organization structure</b> in which ideas are logically grouped to support the writer's purpose. • <b>Provided little to no logical ordered reasons</b> that are supported by facts and details.	• <b>Demonstrated little to no command of the conventions of standard English</b> grammar and usage when writing or speaking. • Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <b>Used limited to no accurate grade-appropriate</b> general academic and domain-specific words and phrases.		

LITERATURE FOCUS: <b>RL.2</b>		DETERMINING THEME <b>READING RESPONSE</b>		Name: _____	GRADE _____
		Period: _____ Date: _____			
Stand-ard	Reading, Writing, and Language Traits Assessed	Score	Stand-ard	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.		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.		W.1	Wrote a response on a topic or text that supported a point of view with reasons and information.	
RL.2	<b>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.</b>		RL.2	<b>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.</b>	
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		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.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.		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:		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** **RL.1** **READING RESPONSE** Name: \_\_\_\_\_ GRADE \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_

RL.1	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	<b>QUOTE ACCURATELY</b> • Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Wrote a response that supported reasons that are supported by facts and details. • 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)	<b>QUOTE ACCURATELY</b> • Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Wrote a response that mostly supported 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 reasons that are supported by facts and details.	
Emerging (2)	<b>QUOTE ACCURATELY</b> • Somewhat quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Wrote a response that somewhat supported 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 reasons that are supported by facts and details.	

**LITERATURE FOCUS: DETERMINING THEME** **RL.2** **READING RESPONSE** Name: \_\_\_\_\_ GRADE \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_

RL.2	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	<b>DETERMINING THEME</b> • 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.	
Proficient (3)	<b>DETERMINING THEME</b> • 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 mostly clearly. • Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. • Provided mostly logical reasons that are supported by facts and details.	

**LITERATURE FOCUS: OBJECTIVE SUMMARY** **RL.2** **READING RESPONSE** Name: \_\_\_\_\_ GRADE \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_

RL.2	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	<b>OBJECTIVE SUMMARY</b> • Provided an objective summary of the text.	• 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)	<b>OBJECTIVE SUMMARY</b> • Provided a mostly objective summary of the text.	• Wrote a response on a topic or text that mostly supported a point of view with reasons and information. • Introduced a topic or text mostly clearly. • Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. • Provided mostly logical 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.

**LITERATURE FOCUS: CHARACTERS** **RL.3** **READING RESPONSE** Name: \_\_\_\_\_ GRADE \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_

RL.3	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	<b>CHARACTERS</b> • Compared and contrasted two or more characters in a story, drawing on specific details in the text (e.g., how characters interact). • Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• 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)	<b>CHARACTERS</b> • Sufficiently compared and contrasted two or more characters in a story, drawing on specific details in the text (e.g., how characters interact). • Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Wrote a response on a topic or text that mostly supported a point of view with reasons and information. • Introduced a topic or text mostly clearly. • Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. • Provided mostly logical reasons that are supported by facts and details.	

**LITERATURE FOCUS: PLOT ANALYSIS** **RL.3** **READING RESPONSE** Name: \_\_\_\_\_ GRADE \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_

RL.3	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	<b>PLOT ANALYSIS</b> • Compared and contrasted two or more events in a story, drawing on specific details in the text. • Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• 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)	<b>PLOT ANALYSIS</b> • Sufficiently compared and contrasted two or more events in a story, drawing on specific details in the text. • Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Wrote a response on a topic or text that mostly supported a point of view with reasons and information. • Introduced a topic or text mostly clearly. • Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. • Provided mostly logical reasons that are supported by facts and details.	
Emerging (2)	<b>PLOT ANALYSIS</b> • Somewhat compared and contrasted two or more events in a story, drawing on specific details in the text. • Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.	• 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 reasons that are supported by facts and details.	

**LITERATURE FOCUS: SETTING** **RL.3** **READING RESPONSE** Name: \_\_\_\_\_ GRADE \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_

RL.3	READING LITERATURE	WRITING	LANGUAGE
Advanced (4)	<b>PLOT ANALYSIS</b> • 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.	• 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)	<b>PLOT ANALYSIS</b> • 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 when drawing inferences from the text.	• Wrote a response on a topic or text that mostly supported a point of view with reasons and information. • Introduced a topic or text mostly clearly. • Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose. • Provided mostly logical 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.

**RUBRICS FOR EACH CCSS LITERATURE STANDARD**  
**MULTIPLE RUBRICS FOR A STANDARD WHEN IT NEEDS TO BE BROKEN DOWN**

**100% EDITABLE**



LITERATURE FOCUS: FIGURATIVE LANGUAGE		NAME:	GRADE
RL.4 READING RESPONSE		Period:	Date:
RL.4	READING LITERATURE		
Advanced (4)	<b>FIGURATIVE LANGUAGE</b> <ul style="list-style-type: none"><li>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li><li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a text that <b>view</b> with information. Introduced a topic or text clearly. Created structure logically to write. Provided reasons facts and details.	
Proficient (3)	<b>FIGURATIVE LANGUAGE</b> <ul style="list-style-type: none"><li>Sufficiently determined the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li><li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a text that <b>view</b> with information. Introduced a topic or text clearly. Created structure logically to write. Provided ordered support.	
Limited (2)	<b>FIGURATIVE LANGUAGE</b> <ul style="list-style-type: none"><li>Limited determination of the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li><li>Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a text that <b>view</b> with information. Introduced a topic or text clearly. Created structure logically to write. Provided ordered support.	

LITERATURE FOCUS: TEXT STRUCTURE		NAME:	GRADE
RL.5 READING RESPONSE		Period:	Date:
RL.5	READING LITERATURE		
Advanced (4)	<b>TEXT STRUCTURE</b> <ul style="list-style-type: none"><li>Explained how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li><li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> 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)	<b>TEXT STRUCTURE</b> <ul style="list-style-type: none"><li>Sufficiently explained how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li><li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> with reasons and information. Introduced a topic or text clearly. Created a <b>mostly</b> organized structure in which ideas are logically grouped to support the writer's purpose. Provided <b>mostly</b> logical ordered reasons that are supported by facts and details.	
Limited (2)	<b>TEXT STRUCTURE</b> <ul style="list-style-type: none"><li>Limited explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li><li>Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> 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 <b>some</b> logical ordered reasons that are supported by facts and details.	

LITERATURE FOCUS: COMPARING TEXTS		NAME:	GRADE
RL.9 READING RESPONSE		Period:	Date:
RL.9	READING LITERATURE		
Advanced (4)	<b>COMPARING TEXTS</b> <ul style="list-style-type: none"><li>Strong comparing of texts in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li><li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> 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)	<b>COMPARING TEXTS</b> <ul style="list-style-type: none"><li>Sufficient comparing of texts in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li><li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> with reasons and information. Introduced a topic or text clearly. Created a <b>mostly</b> organized structure in which ideas are logically grouped to support the writer's purpose. Provided <b>mostly</b> logical ordered reasons that are supported by facts and details.	
Limited (2)	<b>COMPARING TEXTS</b> <ul style="list-style-type: none"><li>Limited comparing of texts in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li><li>Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> 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 <b>some</b> logical ordered reasons that are supported by facts and details.	

LITERATURE FOCUS: MULTIMEDIA		NAME:	GRADE
RL.7 READING RESPONSE		Period:	Date:
RL.7	READING LITERATURE		
Advanced (4)	<b>MULTIMEDIA ANALYSIS</b> <ul style="list-style-type: none"><li>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).</li><li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response to a text that <b>view</b> 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)	<b>MULTIMEDIA ANALYSIS</b> <ul style="list-style-type: none"><li>Sufficient 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).</li><li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response to a text that <b>view</b> with reasons and information. Introduced a topic or text clearly. Created a <b>mostly</b> organized structure in which ideas are logically grouped to support the writer's purpose. Provided <b>mostly</b> logical ordered reasons that are supported by facts and details.	
Limited (2)	<b>MULTIMEDIA ANALYSIS</b> <ul style="list-style-type: none"><li>Limited 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).</li><li>Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response to a text that <b>view</b> 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 <b>some</b> logical ordered reasons that are supported by facts and details.	

LITERATURE FOCUS: POINT OF VIEW		NAME:	GRADE
RL.6 READING RESPONSE		Period:	Date:
RL.6	READING LITERATURE		
Advanced (4)	<b>POINT OF VIEW</b> <ul style="list-style-type: none"><li>Described how a narrator's or speaker's point of view influences how events are described.</li><li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> 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. 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)	<b>POINT OF VIEW</b> <ul style="list-style-type: none"><li>Sufficiently described how a narrator's or speaker's point of view influences how events are described.</li><li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> with reasons and information. Introduced a topic or text clearly. Created a <b>mostly</b> organized structure in which ideas are logically grouped to support the writer's purpose. Provided <b>mostly</b> 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. Introduced a topic or text clearly. Created a <b>mostly</b> organized structure in which ideas are logically grouped to support the writer's purpose. Provided <b>mostly</b> logical ordered reasons that are supported by facts and details.
Limited (2)	<b>POINT OF VIEW</b> <ul style="list-style-type: none"><li>Limited description of how a narrator's or speaker's point of view influences how events are described.</li><li>Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>	Wrote a response on a topic or text that <b>view</b> 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 <b>some</b> logical ordered reasons that are supported by facts and details.	Some demonstrated command of the conventions of standard English grammar and usage when writing or speaking. Introduced a topic or text clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided <b>some</b> logical ordered reasons that are supported by facts and details.

DISCUSSION FOCUS: SPEAKING & LISTENING		NAME:	GRADE		
SL.1 DISCUSSION RESPONSE		Period:	Date:		
SL.1	DISCUSSION				
Advanced (4)	<b>DISCUSSION</b> <ul style="list-style-type: none"><li>Responded to others' questions and comments with relevant evidence, observations, and ideas.</li></ul>	<b>ANALYSIS</b> <ul style="list-style-type: none"><li>Provided meaningful analysis of what the text says explicitly as well as inferences drawn from the text.</li></ul>	<b>EVIDENCE</b> <ul style="list-style-type: none"><li>Drew evidence from literary texts to support analysis, reflection, and research.</li></ul>	<b>PREPARATION</b> <ul style="list-style-type: none"><li>Came to discussion prepared, having read or researched material; explicitly drew on that preparation to be able to probe and reflect on ideas under discussion.</li></ul>	<b>LISTENING</b> <ul style="list-style-type: none"><li>Acknowledged new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ul>
Proficient (3)	<b>DISCUSSION</b> <ul style="list-style-type: none"><li>Adequately responded to others' questions and comments with relevant evidence, observations, and ideas.</li></ul>	<b>ANALYSIS</b> <ul style="list-style-type: none"><li>Provided adequate meaningful analysis of what the text says explicitly as well as inferences drawn from the text.</li></ul>	<b>EVIDENCE</b> <ul style="list-style-type: none"><li>Drew adequate evidence from literary texts to support analysis, reflection, and research.</li></ul>	<b>PREPARATION</b> <ul style="list-style-type: none"><li>Came to discussion prepared, having read or researched material; explicitly drew on that preparation to be able to probe and reflect on ideas under discussion.</li></ul>	<b>LISTENING</b> <ul style="list-style-type: none"><li>Adequately acknowledged new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ul>
Limited (2)	<b>DISCUSSION</b> <ul style="list-style-type: none"><li>Somewhat responded to others' questions and comments with relevant evidence, observations, and ideas.</li></ul>	<b>ANALYSIS</b> <ul style="list-style-type: none"><li>Provided some analysis of what the text says explicitly as well as inferences drawn from the text.</li></ul>	<b>EVIDENCE</b> <ul style="list-style-type: none"><li>Drew some evidence from literary texts to support analysis, reflection, and research.</li></ul>	<b>PREPARATION</b> <ul style="list-style-type: none"><li>Came to discussion prepared, having read or researched material; explicitly drew on that preparation to be able to probe and reflect on ideas under discussion.</li></ul>	<b>LISTENING</b> <ul style="list-style-type: none"><li>Somewhat acknowledged new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ul>

# RUBRICS FOR EACH CCSS LITERATURE STANDARD

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

LITERATURE FOCUS: MULTIMEDIA		NAME:	GRADE
RL.7 READING RESPONSE		PERIOD:	DATE:
RL.7	READING LITERATURE		
Emergent (1)	<b>MULTIMEDIA ANALYSIS</b> <ul style="list-style-type: none"> <li>Limited 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).</li> <li>Cited some accurate quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	Wrote a response to a text that <b>limitedly</b> supported a point of view with reasons and information. Introduced a topic or text <b>somewhat</b> clearly. Created an organizational structure in which ideas are logically grouped to support the writer's purpose. Provided <b>some</b> logical ordered reasons that are supported by facts and details.	

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## TWO VERSIONS OF EACH RUBRIC INCLUDED

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## READING RESPONSE

## GENERAL RESPONSE

GRADE: /

	READING	WRITING	LANGUAGE
<b>ADVANCED (4)</b>	<ul style="list-style-type: none"> <li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote a response on a topic or text that supported a point of view with reasons and information.</li> <li>Introduced a topic or text clearly.</li> <li>Created an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provided logically ordered reasons that are supported by facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote a response on a topic or text that mostly supported a point of view with reasons and information.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>

## READING RESPONSE

## NARRATIVE RESPONSE

GRADE: /

	READING LITERATURE	NARRATIVE WRITING	LANGUAGE
<b>ADVANCED (4)</b>	<ul style="list-style-type: none"> <li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote a narrative that developed real or imagined experiences or events by using effective technique, descriptive details, and clear event sequences.</li> <li>Oriented the reader by establishing a situation and introducing a narrator and/or characters; organized an event sequence that unfolds naturally.</li> <li>Used narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Used a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Used concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provided a conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Used accurately grade-appropriate general academic and domain-specific words and phrases.</li> </ul>

## READING RESPONSE

## INFORMATIONAL RESPONSE

GRADE: /

	READING	EXPOSITORY WRITING	LANGUAGE
<b>ADVANCED (4)</b>	<ul style="list-style-type: none"> <li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote an informative/explanatory response on a topic and mostly conveyed ideas and information clearly.</li> <li>Introduced a topic or text clearly.</li> <li>Provided a general observation and focus.</li> <li>Grouped related information logically: include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Linked ideas within and across categories of information using words, phrases, and clauses.</li> <li>Used precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provided a concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>
<b>PROFICIENT (3)</b>	<ul style="list-style-type: none"> <li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Mostly read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote an informative/explanatory response on a topic and mostly conveyed ideas and information clearly.</li> <li>Introduced a topic or text clearly.</li> <li>Grouped related information logically: include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Sufficiently developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Sufficiently linked ideas within and across categories of information using words, phrases, and clauses.</li> <li>Used sufficient precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provided a concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Mostly demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Mostly accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>
<b>LIMITED (2)</b>	<ul style="list-style-type: none"> <li>Somewhat quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Read and comprehended some literature, and informational texts at the high end of the grades 4-5 text complexity band.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote an informative/explanatory response on a topic and somewhat conveyed ideas and information clearly.</li> <li>Introduced a topic or text clearly.</li> <li>Grouped related information somewhat logically: include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Somewhat developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Linked some ideas within and across categories of information using words, phrases, and clauses.</li> <li>Used some precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Did not provide a concluding statement or section or had little to no relation to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated some command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated some command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Somewhat accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>

## READING RESPONSE

## OPINION RESPONSE

GRADE: /

	READING LITERATURE	WRITING	LANGUAGE
<b>ADVANCED (4)</b>	<ul style="list-style-type: none"> <li>Quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote an opinion response on a topic or text that supported a point of view with reasons and information.</li> <li>Introduced a topic or text clearly.</li> <li>Created an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provided logically ordered reasons that are supported by facts and details.</li> <li>Linked opinion and reasons using words, phrases, and clauses.</li> <li>Provided a concluding statement or section related to the opinion presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Mostly accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>
<b>PROFICIENT (3)</b>	<ul style="list-style-type: none"> <li>Mostly quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Mostly read and comprehended literature, and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote an opinion response on a topic or text that mostly supported a point of view with reasons and information.</li> <li>Introduced a topic or text clearly.</li> <li>Created a mostly organized structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provided mostly logical ordered reasons that are supported by facts and details.</li> <li>Provided a concluding statement or section sufficiently related to the opinion presented.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly demonstrated command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Mostly accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>
<b>LIMITED (2)</b>	<ul style="list-style-type: none"> <li>Somewhat quoted accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Read and comprehended some literature, and informational texts at the high end of the grades 4-5 text complexity band.</li> </ul>	<ul style="list-style-type: none"> <li>Wrote an opinion response on a topic or text that somewhat supported a point of view with reasons and information.</li> <li>Introduced a topic or text somewhat clearly.</li> <li>Created a somewhat organized structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provided some logical ordered reasons that are supported by facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated some command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Somewhat accurately used grade-appropriate general academic and domain-specific words and phrases.</li> </ul>

DIGITAL VERSION OF THE RUBRICS NOW INCLUDED

## EMERGING

**READING**

- Little to no literature or literary notation at the high end of grades 4-5 text complexity band.

**WRITING**

- 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.
- Did not provide a concluding statement or section that had little to no relation to the opinion presented.

**LANGUAGE**

- Little to no command of the conventions of standard English grammar and usage when writing or speaking.
- Little to no command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Little to no use of grade-appropriate general academic and domain-specific words and phrases.

## EMERGING

**READING**

- Explaining what the text says explicitly and when drawing inferences from the text.
- Read and comprehended little to no literature or literary notation at the high end of grades 4-5 text complexity band.

**WRITING**

- Wrote an opinion response on a topic or text that supported a point of view with reasons and information.
- Introduced 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.
- Did not provide a concluding statement or section that had little to no relation to the opinion presented.

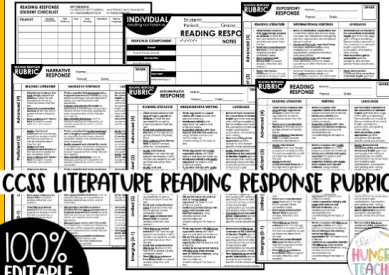
**LANGUAGE**

- Little to no command of the conventions of standard English grammar and usage when writing or speaking.
- Little to no command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Little to no use of grade-appropriate general academic and domain-specific words and phrases.



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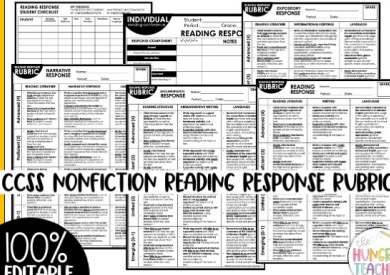
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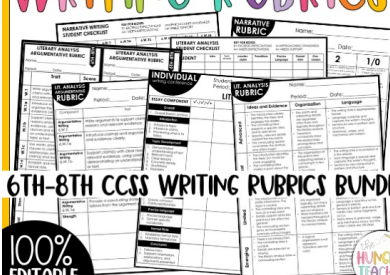
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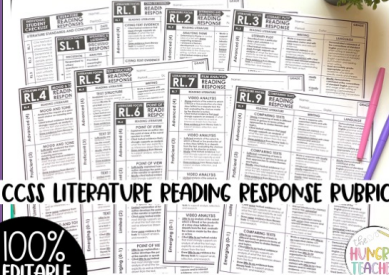
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**SIXTH GRADE** **LITERATURE**  
READING RESPONSE RUBRICS



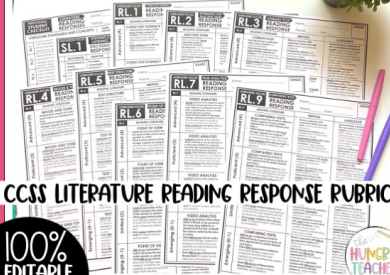
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**SEVENTH GRADE** **LITERATURE**  
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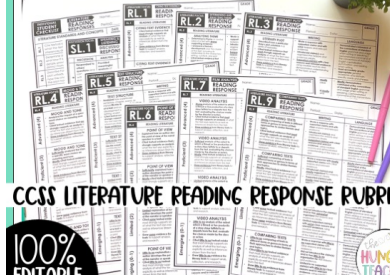
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**EIGHTH GRADE** **LITERATURE**  
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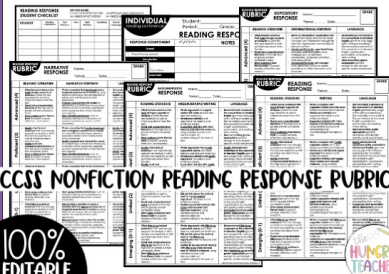
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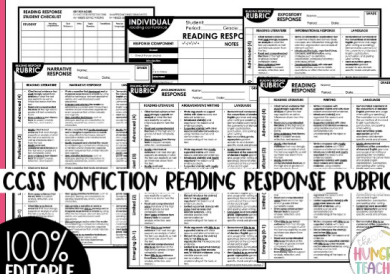
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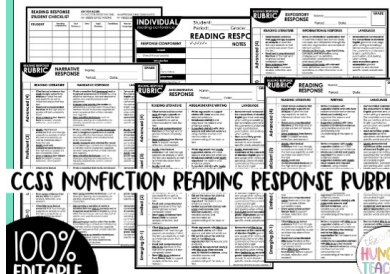
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# the HUNGRY TEACHER

by MARTINA CAHILL



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