

## Reading Strategies Rubric

	<i>Level 4</i> Totally in control	<i>Level 3</i> Got it	<i>Level 2</i> OK	<i>Level 1</i> Oops
<b>Focus: Clarify Purpose</b>	<p><i>As a reader I always pay attention to any purpose, question, or task the teacher provides when asking us to read something. If the purpose is not clear, I ask questions about why we are reading it or what we are trying to do having read it. Or, when I am reading on my own, I am aware of a desire or need I have and choose books accordingly.</i></p> <p>Makes a deliberate attempt to understand, clarify, or establish a purpose for reading.</p>	<p><i>As a reader I pay attention to what the teacher says about why we are reading something. Or, when I read on my own, I am mostly aware of choosing texts based on some interest or need that causes me to find a text that looks like it is worth reading.</i></p> <p>Makes an attempt to understand, clarify or establish a purpose for reading.</p>	<p><i>As a reader I am sometimes not sure why the teacher is asking us to read something and I only sometimes ask why or think about it a lot. I pretty much just start reading. Or, when I am reading on my own, I just decide that I'll choose a book based on its cover or title or an interest of mine or some random reason.</i></p> <p>Is only sometimes purposeful about what is going to be read.</p>	<p><i>As a reader I don't usually know why we are reading what we are reading and it doesn't occur to me to ask why. Or, when I am reading on my own I just kinda pick texts up and start reading for no real reason. Something just made me say - I'll read that.</i></p> <p>Doesn't understand, clarify or establish a purpose for reading. Just follows directions or - in the case of their own choice to read, just picks up texts at random.</p>
<b>Anticipate</b>	<p><i>As a reader I always make an effort to figure out what the text is going to be about or where it might go by scanning the cover, table of contents, and by skimming any introduction or other helpful clues; and by recalling any stated purpose provided by the teacher.</i></p> <p>Pro-actively and carefully anticipates what the text will be about, and how it fits the purpose for reading, without any prompting.</p>	<p><i>As a reader I make an effort to figure out what the text is going to be about or where it might go by scanning the cover, table of contents, and looking for any other obvious clues.</i></p> <p>Makes a deliberate effort to figure out what the text is going to be about, what kind of text it is, what prior knowledge might help, and thus how to proceed to read with a clear direction.</p>	<p><i>As a reader I sometimes make an effort to figure out what the text is going to be about or where it might go by quickly scanning the cover, table of contents, and spotting any other obvious clues.</i></p> <p>Is somewhat aware of what the text is likely to be about from considering purpose and then scanning the cover and title; but does not pro-actively pre-read and/or activate prior knowledge. Needs explicit prompting and anticipation guidance from teacher.</p>	<p><i>As a reader, I just start reading. I guess I assume that the text will just make sense if I read it. I don't know what to make about the table of contents or cover, it just doesn't help me.</i></p> <p>Does not pro-actively prepare to read, just starts reading unaware of why or what might be expected; or gives up at the start, for lack of a helpful starting point and/or in the face of feeling unable to read for understanding.</p>

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<b>Connect</b>	<p><i>As a reader, I ALWAYS use what I know to make connections with examples from the text to make meaning in my reading. I say to myself: This reminds me of... This is just like...</i></p> <p>Consciously and deliberately makes connections in their mind with prior experience, prior knowledge, prior texts recently read in class.</p>	<p><i>As I reader, I usually use what I know to make connections to the text. I sometimes see things in the text that remind me of similar experiences, ideas or feelings.</i></p> <p>Makes connections on one's own to prior experience and books recently read in class.</p>	<p><i>As a reader, it is hard for me to think about what I know as I read or I just don't do it much. I can only sometimes say what the text reminds me of or makes me remember.</i></p> <p>Doesn't typically make connections on one's own while reading, but can make connections when prompted to do so by the teacher.</p>	<p><i>I don't know what this is about – It's all new to me and I can not make connections to the text – It doesn't remind me of anything.</i></p> <p>Doesn't make connections while reading. Is either struggling to decode or is just reading passively. Even when prompted does not easily make connections to prior experience and readings.</p>
<b>Question, Answer</b>	<p><i>As a reader, I ask LOTS of different kinds of questions about what I am reading and I try hard to ANSWER these questions by going back and rereading parts of the story or book to figure it out.</i></p> <p>Actively questions the text: Why might that/did that happen? Why would he do or say that? Why would the author say that? What might that word mean in context? Tries hard to answer their own questions, by careful and efficient re-reading or application of other strategies.</p>	<p><i>As a reader, I ask different kinds of questions about what I am reading, and I try to ANSWER some questions by going back and reread.</i></p> <p>Questions the text: Why might that/did that happen? Why would he do or say that? Why would the author say that? What might that word mean in context? and tries to answer their own questions by re-reading.</p>	<p><i>As a reader, I ask very few questions about what I am reading. Sometimes I can find answers to the questions, but I typically need help in coming up with questions and in knowing how to find answers to them.</i></p> <p>Has questions as she/he reads, but does not actively try to answer them while reading; and/or their questions may not help in further understanding of the text –just questions that came to mind while reading; and/or they have trouble figuring out what to re-read and how to find the answers via re-reading.</p>	<p><i>As a reader, I don't know what this is about and I can't think of any questions to ask or how to find answers to the questions I do have. I need a lot of help to think about what I don't get.</i></p> <p>Does not actively question the text or author. Questions if they arise, are typically about arbitrary facts or vocabulary, rather than as attempts to understand the text.</p>

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<b>Predict</b>	<p><i>As a reader, I make meaning in my reading by making predictions about the text by using my connections and ideas from the text</i></p> <p>Is actively predicting effects, conclusions, what will happen not only next but in the end; they are adept at recognizing foreshadowing or the flow of discussion; and are astute and often accurate in predicting on their own.</p>	<p><i>As a reader, I make meaning in my reading most of the time by making predictions about the text by using my connections and ideas FROM the text</i></p> <p>Makes a plausible prediction in response to foreshadowing and/or obvious logic to the text. Can make a plausible prediction on one's own or when gently prompted</p>	<p><i>As a reader, I try to make meaning in my reading by making predictions about the text but I get STUCK and I am trying to figure this out.</i></p> <p>Does not tend to make predictions on their own, but may be able to propose a plausible next event or logical step when prompted to do so.</p>	<p><i>Where is this going? As a reader, I can't tell.</i></p> <p>[may not be conscious of the lack of predicting; may be puzzled by the question: "So what do you think is likely to happen next and why?"]</p> <p>Does not try to and/or cannot predict what will happen next (in the story, in the information, or in the logic), even when prompted to do so.</p>
<b>Imagine, Relate, Visualize</b>	<p><i>As a reader, I almost always get the picture and I can make a "movie in my mind" about the story. Or, I can "see" the context as well as the details in non-fiction text.</i></p> <p>Easily and often visualizes what is being read on their own: can empathize with characters/author, and/or tries to find what would make the text make sense, from the author's perspective.</p>	<p><i>As a reader, I "get the picture" and can make a "movie in my mind" most of the time about the story, book, or text.</i></p> <p>Visualizes what is being described and/or empathizes with characters/author with minimal prompting/reminders.</p>	<p><i>As a reader, the picture is getting "fuzzy." I "get the picture" SOME OF THE TIME and can make a "simple movie in my mind" but the picture is "fuzzy."</i></p> <p>Does not easily visualize or empathize on their own, but may be able to provide some images or plausible connections to their own experience when prompted.</p>	<p><i>As a reader, the picture is really "fuzzy." I can't "see the story" or "make a movie in my mind" about the story, book or text.</i></p> <p>Does not or cannot visualize the story and/or does not empathize with characters, author, descriptions, or issues in the text, even when prompted.</p>

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<b>Determining Importance</b>	<p><i>As a reader, on my own, I ALWAYS go back to the story, book or text to find the important words, character, events to help me make meaning in my reading and find the BIG IDEA.</i></p> <p>Easily and accurately identify main and subordinate ideas, key events and decisions, words and topic sentences</p>	<p><i>As a reader, with a little help, I can go back to the story, book or text to find the important words, character, events to help me make meaning in my reading and find the BIG IDEA.</i></p> <p>Can see what is important in the text with little or no prompting. Recognize key words, sentences, ideas, scenes, events, points made.</p>	<p><i>As a reader, with a lot of help, I can go back to the story, book or text to find the important words, character, events to help me make meaning in my reading and find the BIG IDEA.</i></p> <p>Does not easily and/or does not on their own see what is important unless it is highlighted in the text or via instruction.</p>	<p><i>As a reader, I need someone to help me ALL THE TIME. I don't get this and I can't figure this out. It's all the same to me.</i></p> <p>Cannot identify important words, sentences, ideas, events, sentences, paragraphs. Everything seems equally important (or unimportant).</p>
<b>Monitor and Fix</b>	<p><i>As a reader, I know when I get stuck and I ALWAYS know what to do WHEN I GET STUCK and fix-up my reading in order to keep making meaning in my reading</i></p> <p>Is very aware of how their own understanding (or lack) is developing. Efficiently and effectively reacts to a confusion by using appropriate strategies to fix the problem</p>	<p><i>As a reader, I know when I get stuck and MOST OF THE TIME I know what to do WHEN I GET STUCK and fix-up in order to keep making meaning in my reading with a little help</i></p> <p>Monitors how comprehension are unfolding, and takes steps to fix their understanding when confused, by a deliberate use of one or more appropriate strategies.</p>	<p><i>As a reader, I am SOMETIMES aware of when I get stuck but I am hardly ever sure how to fix-up my reading to make meaning. Sometimes I need help to fix-up my reading.</i></p> <p>Is somewhat aware (and aware in time to fix it), when he/she is confused; but does not have often have an efficient or effective strategy for clearing up confusions; may try random strategies or the same one strategy, repeatedly.</p>	<p><i>I'm lost in my reading and I don't know what to do to fix-up my reading to make meaning.</i></p> <p>Reads without awareness of understanding or keeps reading even in the face of a lack of understanding; or gives up in the face of a general confusion/frustration.</p>

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<b>Summarize</b>	<p><i>I can RETELL the story, book or text in order. I can talk about the characters, setting, problem and solution using ideas and words from the text.</i></p> <p>Can provide a brief but rich summary of the text, with reference to larger themes or ideas. They boil the narrative or issue down to its essence, with no extraneous details.</p>	<p><i>I can RETELL the story MOSTLY IN ORDER, I can talk about SOME of the characters, setting, problem and solution but I need a little help.</i></p> <p>Can state in a few sentences or words what the text is about</p>	<p><i>I am not sure of “how the story goes” and it is hard for me to RETELL the story, book, text without A LOT OF HELP.</i></p> <p>Can accurately retell with some key points or moments identified, but tend to provide more of a list of highlights rather than a concise and precise summary</p>	<p><i>I’m lost in my reading and I don’t know what to do to make meaning. I need help ALL THE TIME.</i></p> <p>Has difficulty reducing the text to a summary. Tends to retell incompletely or highlight arbitrary elements.</p>
<b>Analyze</b>	<p><i>As a reader, I use EVERYTHING I KNOW about the text to make meaning in my reading. I ALWAYS think about the words as well as the story elements (character, setting, plot) to make meaning in my reading.</i></p> <p>Has a clear perspective on the text and insight into how the text elements (story elements, structure, tone, voice, etc.) make the text ‘work’ or ‘not work’. Are able to see the text in its own terms, are able to dissect and discuss the text separate from likes and dislikes.</p>	<p><i>As a reader, I use MOST OF WHAT I KNOW about the text to make meaning in my reading. I USUALLY think about the words as well as the story elements (character, setting, plot) to make meaning in my reading.</i></p> <p>Is able to independently identify key elements of story or logic, and how the elements affect overall response to the text.</p>	<p><i>As a reader, I use SOME OF WHAT I KNOW about the text to make meaning in my reading. I TRY TO think about the words as well as the story elements (character, setting, plot) to make meaning in my reading.</i></p> <p>Has some ability to identify the elements of story or issues independently, but typically needs prompting and scaffolding and/or sometimes confuses analysis with retelling.</p>	<p><i>As a reader, I use VERY LITTLE OF WHAT I KNOW about the text to make meaning in my reading. It is really hard for me to think about the words as well as the story elements (character, setting, plot) to make meaning in my reading.</i></p> <p>Has difficulty recognizing, not just breaking down, the elements of the story, information, or issue. When asked to analyze, typically just retells or gives a personal opinion. Or doesn’t understand the question.</p>

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<b>Evaluate</b>	<p><i>As a reader, I am careful to make sure I fully understand the text before judging it. When I judge it, I support my ideas with good reasons, both from in the text and from my wider-world knowledge and beliefs.</i></p> <p>Offers a thoughtful, considered, and supported judgment about the strengths and weaknesses of the text; as well as a clear and supported statement about their personal likes and dislikes.</p>	<p><i>As a reader, I use the text as well as logic and my values to make judgments about what I am reading. I can usually find things in and about the text and my experience to support my opinion.</i></p> <p>Offers a defensible and well-supported opinion or judgment about the value of the text, and their own likes and dislikes.</p>	<p><i>As a reader, I have opinions about what I like and what I don't like about the text. Sometimes I can support my views by reference to the text or other information; Sometimes I just have an opinion.</i></p> <p>Has an opinion about the text, usually expressed in terms of likes and dislikes, but does not give clear or supportive reasons for their response.</p>	<p><i>As a reader, it is VERY HARD for me to make judgments about what I am reading. Or, I just think it's 'good' or 'bad' somehow.</i></p> <p>Either has no opinion about likes/dislikes and strengths/weaknesses of the text OR has an opinion but no ability to explain it or say why.</p>
<b>Synthesize</b>	<p><i>As I reader, I stop and think about the So What? question as - and especially after - I read. I try to link what we just read to the larger ideas and issues we have often considered. I ask myself: What have I learned? How does it relate to what I know and am interested in? How does it fit with other things we've read? What more general ideas are emerging? What more general themes or issues has it addressed?</i></p> <p>Insightfully places the text in</p>	<p><i>As I reader, I often stop and think about the moral of the story, text or book and how I relate to the story in a personal way. When I finish reading a text, I usually stop and think about how this reading relates to the themes, issues, ideas, and recent texts.</i></p> <p>With minimal prompting, sees how the text fits in with the class' prior work, an ongoing question or theme, and their own personal prior</p>	<p><i>As I reader, every now and then, I stop and think about the meaning and moral of the story, text or book and how I relate to the story in a personal way. I don't regularly stop and think about the bigger picture this text fits into, in terms of past readings, discussions, issues, ideas. But when the teacher or other students point it out, I get it.</i></p> <p>Knows at a superficial level why the text was being read (based on being informed by the</p>	<p><i>As I reader, I hardly ever stop and think about the meaning or moral of the story, text or book and how I relate to it in a personal way. When I finish reading a text, I cannot really say what the themes or big ideas are, and how the text relates to other texts and issues of the recent past. I don't even get when others see such connections why they say that.</i></p> <p>Does not know or have an idea why the text was being read in terms of larger issues, past</p>

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	the context of previous in-class readings and their own readings, ideas, and experience.	experience.	teacher and/or other students), but cannot link that reason to other texts or experience on their own.	work, stated purposes; Does not see how the text fits with previous readings and/or personal experiences.
<b>Bring Closure: Wrap it up &amp; plan ahead</b>	<p><i>As I reader, I try to summarize for myself what I have learned, what questions I still have, and what I or we as a class might do next based on the questions or needs we still have.</i></p> <p>They propose highly appropriate next steps, in light of just-concluded reading and discussion.</p>	<p><i>As I reader, I try to think about what I have learned, and what questions I still have. I sometimes have ideas about what we might do next.</i></p> <p>They have some useful ideas about next steps for the class and for themselves, based on the reading.</p>	<p><i>As I reader, I sometimes think about what I have learned, and what questions I still have. I am usually dependent on the teacher, though, to prompt this thinking; I don't always come up with ideas on my own.</i></p> <p>They are unsure what might be an appropriate next step or follow-up reading/activity on their own, but can respond appropriately to such a query from the teacher.</p>	<p><i>As a reader I am usually without any clear picture of where we have ended up, and I don't have any clear questions or ideas about what we might do next or how I might make more sense of what we have just done.</i></p> <p>They have little or no idea about what might be an appropriate next step or follow-up reading/activity.</p>