

## Reading Standards Rubric

<b>STANDARD</b>	<b>EXCELS</b>	<b>MEETS</b> In the majority of the given assignments...	<b>PROGRESSING</b> <i>I was provided minimal support while making some progress</i>	<b>NEEDS IMPROVEMENT</b> <i>I was provided maximum support while making minimal progress</i>
<p><b>I am able to analyze and cite text evidence and make relevant connections to support my thinking as I make inferences.</b> (RL; RI 6.1; RI 6.8)</p>	<p>I am able to independently analyze and cite several pieces of text evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I am able to independently analyze and cite text evidence and make relevant connections to support my thinking as I make inferences.</p>	<p>I am able to respond to the prompt or question, however the evidence or connection I use to support my ideas either does not fully support my thinking, is not fully related to the prompt, or only references or paraphrases the text.</p>	<p>I answer the question but give limited or no evidence, or my evidence and/or connection is irrelevant.</p>
<p><b>I am able to identify the primary theme and/or central idea. I am able to explain how the details from the text support the theme or central idea.</b> (6.2)</p>	<p>I am able to independently determine the primary theme or central idea of a text and analyze its development over the course of the text</p>	<p>I am able to independently identify the primary theme and/or central idea. I am able to explain how the details from the text support the theme or central idea.</p>	<p>I am able to identify a theme or central idea, but this may be a secondary theme. I attempt to support my ideas, but my support may not be related to my ideas.</p>	<p>I am unable to identify or support the theme or central idea, or am not able to give evidence.</p>

<b>I am able to describe how plot events affect character development. (6.3)</b>	I am able to independently analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I am able to independently describe how plot events affect character developing.	I am able to describe how most of the plot events affect character development.	My ability to describe how the plot events affect character development is limited.
<b>I am able to determine the meaning of words and phrases as they are used in a text, including figurative, technical, and connotative meanings. (RL; RI; L 6.4; L 6.5; L 6.6)</b>		I am able to independently determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	I am able to either determine the meaning of some words and phrases as they are used in a text or I have an understanding of only their figurative and connotative meanings.	I have a limited understanding of the meaning of words and phrases as they are used in a text as well as a limited understanding of their figurative and connotative meanings.
<b>I am able to analyze the impact of a specific word choice on meaning and tone. (RL; RI 6.4; L 6.3)</b>		I am able to analyze the impact of a specific word choice on meaning and tone.	I am able to analyze a specific word choice on meaning.	I am able to recognize specific word choice.

<p>I am able to explain how an author uses parts of the text to develop their ideas and how these fit into the overall structure of the text. (6.5)</p>	<p>I am able to independently analyze how an author uses parts of the text to develop their ideas and how these fit into the overall structure.</p>	<p>I am able to independently explain how an author uses parts of the text to develop their ideas and how these fit into the overall structure.</p>	<p>I am able to explain how an author uses parts of the text to develop their ideas or how these fit into the overall structure.</p>	<p>I am able to give a limited explanation of how an author uses parts of the text to develop their ideas and how these fit into the overall structure.</p>
<p>I am able to explain how an author develops the point of view of the narrator or speaker in a text. (6.6)</p>	<p>I am able to independently analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>I am able to independently explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>I have trouble identifying the narrator when a point of view changes.</p>	<p>I am unable to clearly distinguish the point of view of the author.</p>
<p>I am able to compare or contrast a video or performance of a book or story to the original text. (RL; RI 6.7; 6.9; W 6.9)</p>	<p>I am able to independently compare and contrast a written story or poem to its audio, filmed, staged, or multimedia version, analyzing the effects on mood and/or tone.</p>	<p>I am able to independently compare or contrast a video or performance of a book or story to the original text.</p>	<p>I am able to find some similarities or differences between a video or performance of a book or story to the original text.</p>	<p>I am able to find limited examples of similarities or differences between a video or performance of a book or story to the original text.</p>
<p>By the end of the year, I am able to read and comprehend literature and</p>	<p>By the end of the year, I am able to independently read and comprehend literature and</p>	<p>By the end of the year, I am able to independently read and comprehend</p>	<p>I am able to comprehend most genres of literature.</p>	<p>I am able to comprehend limited genres of literature.</p>

<b>literary non-fiction, including stories, dramas, and poems. (6.10)</b>	literary non-fiction, including stories, dramas, and poems, in the grades 7-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	literature and literary non-fiction, including stories, dramas, and poems.		
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