

## Narrative Rubric for “Strategies That Work”

	<i>Level 4</i> Totally in control	<i>Level 3</i> Got it	<i>Level 2</i> OK	<i>Level 1</i> Oops
<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?</p> <p>Tries hard to answer his/her own questions, by careful and efficient rereading 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 rereading.</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? Tries to answer his/her 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 his/her 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 reread and how to find the answers via rereading.</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>
<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 his/her 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 his/her own, but may be able to provide some images or plausible connections to his/her 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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Connect	<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 his/her 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 cannot 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>
Determining Importance	<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,</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 his/her 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</i></p> <p>Cannot identify important words, sentences, ideas, events, sentences, paragraphs.</p> <p>Everything seems equally important (or unimportant).</p>

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Inferring	<p>As a reader I make detailed inferences connected to (e.g., main idea, character trait, plot, setting)</p> <p>Includes relevant, convincing supporting details connected to the topic and makes a complex and insightful connection to main idea, character trait, plot, setting.</p>	<p>As a reader I make an appropriate inference connected to main idea, character trait, plot, setting.</p> <p>Includes many supporting details connected to the topic and makes a clear and relevant connection to main idea, character trait, plot, setting.</p>	<p>As a reader I make a "simple" inference connected to main idea, character trait, plot, setting.</p> <p>Includes some supporting details connected to the topic makes a simple connection to main idea, character trait, plot, setting.</p>	<p>As a reader, I make inappropriate inferences connected to main idea, character trait, plot, setting.</p> <p>Includes few or irrelevant supporting details connected to the topic and makes an irrelevant connection to main idea, character trait, plot, setting.</p>
Synthesize	<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 I 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 I'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 the context of previous in---class readings and his/her own readings, ideas, and experience</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's prior work, an ongoing question or theme, and his/her own personal prior experiences.</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 teacher and/or other students), but cannot link that reason to other texts or experience on his/her own.</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 work, stated purposes; Does not see how the text fits with previous readings and/or personal experiences.</p>