

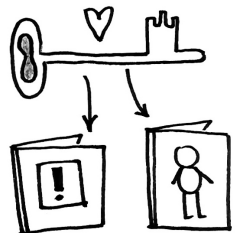
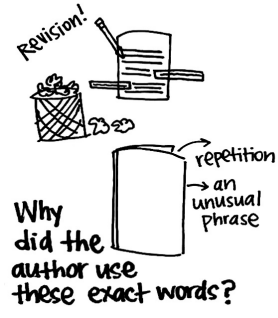
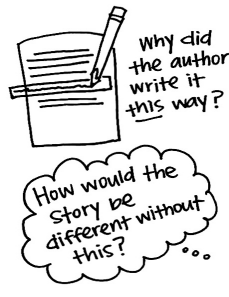
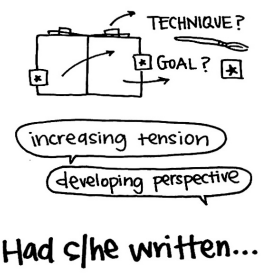
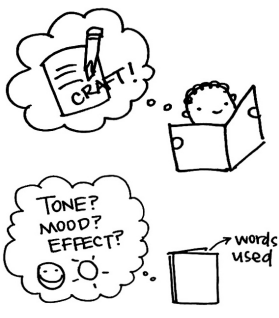


Narrative Reading Self-Assessment Rubric

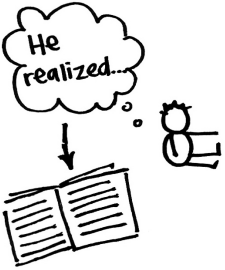
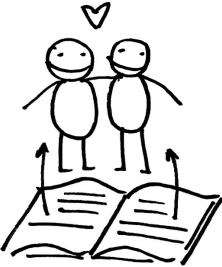

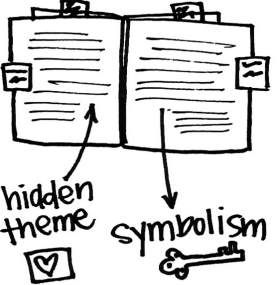
	Level 3	Level 4	Level 5	Level 6
<p>Analyzing Parts of a Story in Relation to the Whole</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When asked to talk about the importance of a part of the story to the whole story, I named the part or story element (the problem, the setting). <input type="checkbox"/> I wrote to explain how this part is important to the whole story. If it is the setting, for example, I thought "How is this particular setting important to the story?" 	<ul style="list-style-type: none"> <input type="checkbox"/> When asked to talk about the importance of a part of the story to the whole story, I named one part or aspect of a story—an event, setting, minor character. <input type="checkbox"/> I wrote about the importance of the part to the whole story. If it is the setting, for example, I thought "How does this particular setting create a mood or explain the tension in the story?" 	<ul style="list-style-type: none"> <input type="checkbox"/> I used literary language to write about how this part or story element is important to the whole story. <input type="checkbox"/> I discussed how this part supports a larger idea or theme in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> When asked to do so, I discussed how even a very small part of the text—a sentence—supports larger ideas or themes, helps to develop a character, or otherwise helps the whole text. <input type="checkbox"/> I used academic language to explain how this part plays a role in the story's structure. <p>Does this part help me to develop:</p> <ul style="list-style-type: none"> → a theme <input type="checkbox"/> a character <input type="checkbox"/> the mood <input type="checkbox"/> <p>How?</p>

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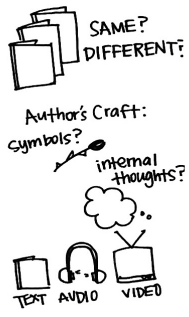
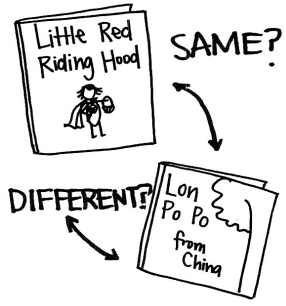
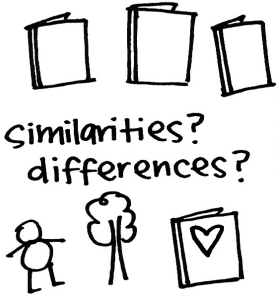
Narrative Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5	Level 6
<p>Analyzing Author's Craft</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I noted when an author does something that stands out. <input type="checkbox"/> I wrote to think about <i>why</i> an author may have written in that way. 	<ul style="list-style-type: none"> <input type="checkbox"/> I identified the craft techniques the author used. <input type="checkbox"/> I wrote about the goal the author seems to have been trying to achieve. <input type="checkbox"/> If asked to do so, I wrote about craft techniques the author uses to support the theme, to highlight what the story is <i>really</i> about. 	<ul style="list-style-type: none"> <input type="checkbox"/> I identified the craft techniques the author used. <input type="checkbox"/> I wrote about the goals the writer might have had in mind. <input type="checkbox"/> I used literary language in my response. <input type="checkbox"/> I wrote about how the text would have been different if the author had made different craft choices. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about how the author introduced and developed the characters, setting, and/or problem(s), noticing the choices, literary techniques, and language the author used across the story. <input type="checkbox"/> I analyzed how the author's choice of words affected the tone and mood of various parts of the text. 

Narrative Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5	Level 6
<p>Determining Themes/ Cohesion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about a life lesson that the character learned. <input type="checkbox"/> I wrote about how a part of the story showed this lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about a theme that comes through across most of the story. <input type="checkbox"/> I provided details from across the text that support that theme. <input type="checkbox"/> I explained how those parts from across the story show this theme. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about more than one theme that the story develops. <input type="checkbox"/> I discussed how parts of the text develop each theme, and mentioned key details. <input type="checkbox"/> I discussed the technique(s) the author uses to highlight at least one of the themes. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote about more than one theme, detailing how parts of the text support each theme. <input type="checkbox"/> I weighed which themes are most strongly supported across the texts. <input type="checkbox"/> I wrote about literary devices, such as symbolism that support the theme. 

Narrative Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5	Level 6
<p>Comparing and Contrasting Story Elements and Themes</p>	<p><input type="checkbox"/> When I read books that are somewhat similar or that go together in a series, I noted how the sequence of events in the two stories was similar and how it was different, one story to the next.</p> <p><input type="checkbox"/> I also discussed how story elements in the two books (like the setting, or the main characters) were partly the same and partly different.</p> 	<p><input type="checkbox"/> After reading two stories with a similar theme, I could write about similarities and differences in the theme and in the ways the theme was developed in the two texts.</p> <p><input type="checkbox"/> I could also compare other story elements. I asked myself, "Do characters from the texts react in similar ways to an issue? Does the setting have a similar role in the two stories?"</p> 	<p><input type="checkbox"/> When I read several texts, I could discuss how the same theme was developed in similar and different ways across the texts.</p> <p><input type="checkbox"/> As part of this, I discussed how author's craft was used differently in each text to develop the theme.</p> 	<p><input type="checkbox"/> When I read several texts, I could explain how the same theme was developed in similar and different ways across the texts.</p> <p><input type="checkbox"/> I could explain how author's craft was used to develop a theme in different ways across texts.</p> <p><input type="checkbox"/> When shown a multimedia and print version of a text, I could compare and contrast the effects the different versions had on the development of the theme.</p> 