

READING NOTES - SCORING RUBRIC

CRITICAL READER	CONNECTED READER	LITERAL READER	LIMITED READER	
4	3	2	1	
Insightful responses	Detailed responses	Simple responses	Perfunctory Responses	
You express insightful commentary - agreeing, objecting, or appreciating the text with depth and detail. You extract multiple meanings and make detailed, specific, personal connections and references to multiple life observations, including other texts.	You explain why you disagree or agree with something in the text, and you explain and support your reaction. You create your own meaning through detailed personal connections and references to other texts.	You may agree or disagree with ideas in the text, but you don't thoroughly explain or support your opinions. You make some personal connections but you don't give detailed explanations.	Your ideas are simple and lack depth. You don't reach beyond the obvious to make personal connections to the text and your ideas lack development.	Personal Connection (PC)
You identify and address the effects of MULTIPLE components that make up the text, focusing on complex examples of literary elements, characterization, poetic devices, figurative language, tone, imagery, structure, style, syntax, diction, rhetorical appeals and techniques.	You identify and address the effects of a FEW components that make up the text and give adequate commentary on the effect that the elements created within the work.	You identify FEW components that make up the text, however, the examples are obvious surface level examples and your explanations lack depth.	You only identify one example from the text. You show a misunderstanding of devices that are used. Your explanation lacks substance.	
You make insightful judgements and consider different possible interpretations as you read. You use detailed explanations to show an understanding of the author's message and goal. You think about the meaning of the text in terms of a larger or universal significance and show understanding of complexity.	You show an understanding of the text, but don't consider different perspectives. You show understanding of the author's goal. You construct thoughtful, believable interpretations of the text, using detailed explanations to express your points on various themes.	You show simple understanding of the text, you make basic interpretations, and you don't consider different perspectives. You attempt to address the author's goal. You give vague explanations to describe obvious themes.	You make general judgements and interpretations about the text that expresses a lack of understanding. You accept the text literally without thinking of different possibilities in meaning. You find the text confusing, but don't attempt to figure it out.	Theme & Purpose (TP)

The Target: Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery) and how they contribute to the Theme
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Students Sample: **THE THINGS THEY CARRIED** by Tim O'Brien

Passages from the text	Commentary/Response
<p>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</p> <p>Pg.2</p>	<p>O'brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</p> <p>(TP)</p>

Student Sample: *Blues Ain't No Mockinbird* by Toni Cade Bambara

Quote	Explanation/Analysis
<p>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems.”</p> <p>Pg.5</p>	<p>In this paragraph of the story Bambara indirectly characterizes the narrator using rural Southern dialect to let us know our setting is the South and our narrator may be smart, but may not be “educated.” We also learn that the characters are children from the activities described. The author uses effective imagery about the puddle freezing over to inform the reader how cold it is in the scene <u>and to add a “chilling” effect.</u> (EE)</p> <p>The visual imagery of the twins swinging high on the tire swing reminds me of my own childhood when I had to wait in line forever to use the swing. The anticipation would always build up as I would wait and Bambara captures this feeling appropriately through her description. This is definitely a relatable aspect that draws in many readers and provides the text with a simplicity that any reader can connect to. (PC)</p> <p>There is more great visual imagery about the splintering puddle, and the kinetic imagery of the “tapdancin.” The simile about the spider web and the humor of spider with mental problems, helps create a lighthearted mood making the story playful and humorous, much like Bambara’s other novels. The colloquial diction continues to allow the reader to connect to the ideas, regardless of how complex they are.</p> <p>(EE)</p>

