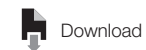


Qualitative Scoring Rubric for Narrative Text/Literature



| Dimension & Consideration | Questions | Scoring = 1 Easy or Comfortable Text | Scoring = 2 Moderate or Grade-Level Text | Scoring = 3 Challenging or Stretch Text |
|---|--|--|---|--|
| Text Structure: Organization | <ul style="list-style-type: none"> Does the text follow a typical chronological plot pattern, or is it more elaborate and unconventional, incorporating multiple storylines, shifts in time (flashbacks, flash forwards), shifts in point of view, and other devices? | <input type="checkbox"/> The text follows a simple conventional chronological plot pattern, with few or no shifts in point of view or time; plot is highly predictable. | <input type="checkbox"/> The text organization is somewhat unconventional; may have two or more storylines and some shifts in time and point of view; plot is sometimes hard to predict. | <input type="checkbox"/> The text organization is intricate and unconventional, with multiple subplots and shifts in time and point of view; plot is unpredictable. |
| <i>Notes on Organization</i> | | | | |
| Text Structure: Visual Support and Layout | <ul style="list-style-type: none"> Is text placement consistent, or is there variability in placement, with multiple columns? Are visuals compatible/consistent with the storyline? | <input type="checkbox"/> Text placement is consistent throughout the text and uses a large readable font. <input type="checkbox"/> Illustrations directly support text content. | <input type="checkbox"/> Text placement may include columns, text interrupted by illustrations, or other variations; uses a smaller font size. <input type="checkbox"/> Illustrations support the text directly but may include images that require synthesis of text. | <input type="checkbox"/> Text placement includes columns and many inconsistencies as well as very small font size. <input type="checkbox"/> Few illustrations that support the text directly; most require deep analysis and synthesis. |
| <i>Notes on Visual Support and Layout</i> | | | | |

| | | | | |
|---|---|---|--|---|
| Text Structure: Relationships Among Ideas | <ul style="list-style-type: none"> • Are relationships among ideas or characters obvious or fairly subtle? | <input type="checkbox"/> Relationships among ideas or characters are clear and obvious. | <input type="checkbox"/> Relationships among ideas or characters are subtle and complex. | <input type="checkbox"/> Relationships among ideas or characters are complex, are embedded, and must be inferred. |
| <i>Notes on Relationships Among Ideas</i> | | | | |
| Language Features: Author's Style | <ul style="list-style-type: none"> • Is it easy or difficult for the reader to identify the author's style? • Is the language used simple or more intricate, with complex sentence structures and subtle figurative language? | <input type="checkbox"/> The style of the text is explicit and easy to comprehend. <input type="checkbox"/> The language of the text is conversational and straightforward, with simple sentence structures. | <input type="checkbox"/> The style of the text combines explicit with complex meanings. <input type="checkbox"/> The language of the text is complex, may be somewhat unfamiliar, and includes some subtle figurative or literary language and complex sentence structures. | <input type="checkbox"/> The style of the text is abstract, and the language is ambiguous and generally unfamiliar. <input type="checkbox"/> The text includes a great deal of sophisticated figurative language (e.g., metaphors, similes, literary allusions) and complex sentences combining multiple concepts. |
| <i>Notes on Author's Style</i> | | | | |
| Language Features: Vocabulary | <ul style="list-style-type: none"> • Are the author's word choices simple or complex? • How demanding is the vocabulary load? • Can word meanings be determined through context clues or not? | <input type="checkbox"/> Vocabulary is accessible, familiar, and can be determined through context clues. | <input type="checkbox"/> Vocabulary combines familiar terms with academic vocabulary appropriate to the grade level. | <input type="checkbox"/> Vocabulary includes extensive academic vocabulary, including many unfamiliar terms. |
| <i>Notes on Vocabulary</i> | | | | |

Continued →

Qualitative Scoring Rubric for Narrative Text/Literature (cont'd.)

| Dimension & Consideration | Questions | Scoring = 1 Easy or Comfortable Text | Scoring = 2 Moderate or Grade-Level Text | Scoring = 3 Challenging or Stretch Text |
|-----------------------------------|--|--|--|---|
| Meaning | <ul style="list-style-type: none"> Is the text meaning simple or rich with complex ideas that must be inferred? | <input type="checkbox"/> The text contains simple ideas with one level of meaning conveyed through obvious literary devices. | <input type="checkbox"/> The text contains some complex ideas with more than one level of meaning conveyed through subtle literary devices. | <input type="checkbox"/> The text includes substantial ideas with several levels of inferred meaning conveyed through highly sophisticated literary devices. |
| <i>Notes on Meaning</i> | | | | |
| Author's Purpose | <ul style="list-style-type: none"> Is the author's purpose evident or implied/ambiguous? | <input type="checkbox"/> The purpose of the text is simple, clear, concrete, and easy to identify. | <input type="checkbox"/> The purpose of the text is somewhat subtle, requires interpretation, or is abstract. | <input type="checkbox"/> The purpose of the text is abstract, implicit, or ambiguous, and is revealed through the totality of the text. |
| <i>Notes on Author's Purpose</i> | | | | |
| Knowledge Demands | <ul style="list-style-type: none"> How much and what kinds of background knowledge are needed to comprehend this text? Do my students have the background knowledge to comprehend this text? | <input type="checkbox"/> Experiences portrayed are common life experiences; everyday cultural or literary knowledge is required. | <input type="checkbox"/> Experiences portrayed include both common and less common experiences; some cultural, historical, or literary background knowledge is required. | <input type="checkbox"/> Experiences portrayed are unfamiliar to most readers. The text requires extensive depth of cultural, historical, or literary background knowledge. |
| <i>Notes on Knowledge Demands</i> | | | | |

Qualitative Scoring Rubric for Informational Text



| Dimension & Consideration | Questions | Scoring = 1 Easy or Comfortable Text | Scoring = 2 Moderate or Grade-Level Text | Scoring = 3 Challenging or Stretch Text |
|---|--|---|---|--|
| Text Structure: Organization | <ul style="list-style-type: none"> • Is the pattern of the text clearly identifiable as descriptive, sequential, problem/solution, compare/contrast, or cause/effect? • Are signal words used to alert readers to these structures? • Are multiple structures used in combination? | <input type="checkbox"/> The text adheres primarily to a single expository text structure and focuses on facts. | <input type="checkbox"/> The text employs multiple expository text structures, includes facts and/or a thesis, and demonstrates characteristics common to a particular discipline. | <input type="checkbox"/> The text organization is intricate, may combine multiple structures or genres, is highly abstract, includes multiple theses, and demonstrates sophisticated organization appropriate to a particular discipline. |
| <i>Notes on Organization</i> | | | | |
| Text Structure: Visual Support and Layout | <ul style="list-style-type: none"> • Is the text placement consistent, or is there variability in placement with multiple columns? • Are visuals essential to understanding the text without explanation? • Are visuals accompanying the text simple or complex? Do they require literal understanding or synthesis and analysis? | <input type="checkbox"/> The text placement is consistent throughout the text and uses a large readable font. <input type="checkbox"/> Simple charts, graphs, photos, tables, and diagrams directly support the text and are easy to understand. | <input type="checkbox"/> The text placement may include columns, text interrupted by illustrations or other variations, and a smaller font size. <input type="checkbox"/> Complex charts, graphs, photos, tables and diagrams support the text but require interpretation. | <input type="checkbox"/> The text placement includes columns and many inconsistencies, as well as very small font size. <input type="checkbox"/> Intricate charts, graphs, photos, tables, and diagrams are not supported by the text and require inference and synthesis of information. |
| <i>Notes on Visual Support and Layout</i> | | | | |

Continued →

Qualitative Scoring Rubric for Informational Text (cont'd.)

| Dimension & Consideration | Questions | Scoring = 1 Easy or Comfortable Text | Scoring = 2 Moderate or Grade-Level Text | Scoring = 3 Challenging or Stretch Text |
|---|--|--|---|--|
| Text Structure: Relationships Among Ideas | <ul style="list-style-type: none"> • Are relationships among ideas simple or challenging? | <input type="checkbox"/> Relationships among concepts, processes, or events are clear and explicitly stated. | <input type="checkbox"/> Relationships among some concepts, processes, or events may be implicit and subtle. | <input type="checkbox"/> Relationships among concepts, processes, and events are intricate, deep, and subtle. |
| <i>Notes on Relationships Among Ideas</i> | | | | |
| Language Features: Author's Style | <ul style="list-style-type: none"> • What point of view does the author take toward the material? • Is the author's style conversational or academic and formal? | <input type="checkbox"/> The style is simple and conversational, and it may incorporate narrative elements, with simple sentences containing a few concepts. | <input type="checkbox"/> Style is objective, contains passive constructions with highly factual content, and features some nominalization and some compound or complex sentences. | <input type="checkbox"/> Style is specialized to a discipline, contains dense concepts and high nominalization, and features compound and complex sentences. |
| <i>Notes on Author's Style</i> | | | | |
| Language Features: Vocabulary | <ul style="list-style-type: none"> • How extensive is the author's use of technical vocabulary? • Can students determine word meanings through context clues? | <input type="checkbox"/> Some vocabulary is subject-specific, but the text includes many terms familiar to students that are supported by context clues. | <input type="checkbox"/> The vocabulary is subject-specific, includes many unfamiliar terms, and provides limited support through context clues. | <input type="checkbox"/> The vocabulary is highly academic, subject-specific, demanding, nuanced, and very context dependent. |
| <i>Notes on Vocabulary</i> | | | | |

| | | | | |
|-----------------------------------|---|--|--|---|
| Meaning | <ul style="list-style-type: none"> • Is the amount and complexity of information conveyed through data sophisticated or not? | <input type="checkbox"/> The information is clear, and concepts are concretely explained. | <input type="checkbox"/> The information includes complex, abstract ideas and extensive details. | <input type="checkbox"/> The information is abstract, intricate, and may be highly theoretical. |
| <i>Notes on Meaning</i> | | | | |
| Author's Purpose | <ul style="list-style-type: none"> • Is the author's purpose evident or implied/ambiguous? | <input type="checkbox"/> The purpose of the text is simple, clear, concrete, and easy to identify. | <input type="checkbox"/> The purpose of the text is somewhat subtle or abstract and requires interpretation. | <input type="checkbox"/> The purpose of the text is abstract, implicit, or ambiguous, and is revealed through the totality of the text. |
| <i>Notes on Author's Purpose</i> | | | | |
| Knowledge Demands | <ul style="list-style-type: none"> • How much and what kinds of background knowledge are required to comprehend this text? | <input type="checkbox"/> The content addresses common information familiar to students. | <input type="checkbox"/> The content addresses somewhat technical information that requires some background knowledge to understand fully. | <input type="checkbox"/> The content is highly technical and contains specific information that requires deep background knowledge to understand fully. |
| <i>Notes on Knowledge Demands</i> | | | | |

Comprehension Checklist



Reading and Cognitive Skills

- Do my students have the literal and critical comprehension skills to understand this text? If not, how will I scaffold the information?
- Will my students have the ability to infer the deeper meanings of the text rather than just achieve literal understanding? If not, what experiences will ready them for this?
- Will this text promote the development of critical thinking skills in my students?

What are my next instructional steps to support my students having a context for successfully reading the selected text?

Prior Knowledge and Experience

- Will my students grasp the purpose for reading the text?
- Do my students have the prior knowledge and academic vocabulary required for navigating this text?
- Are my students familiar with this particular genre and its characteristics?
- Do my students have the maturity level required to address the text content?

What are my next instructional steps to support my students having a context for successfully reading the selected text?

Motivation and Engagement

- Will my students be motivated to read this text based on its content and writing style?
- Do my students have the reading stamina to stick with this text with my support?

What are my next instructional steps to support my students having a context for successfully reading the selected text?

Task Concerns

- What is the level of difficulty of the task associated with this text?
- How much experience do my students have with this type of task?
- Have I created a moderately difficult task if the text is very challenging and/or created a more challenging task for an easier text?

What are my next instructional steps to support my students having a context for successfully reading the selected text?

A Template for Preparing Text-Dependent Questions



| Progression of Questions <i>(check)</i> | Text-Dependent Questions | Evidence-Based Answers | Page/Para. # |
|---|-----------------------------|---------------------------|--------------|
| <input type="checkbox"/> General Understanding <input type="checkbox"/> Key Details <input type="checkbox"/> Vocabulary and Text Structure <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Inferences <input type="checkbox"/> Opinions, Arguments, Intertextual Connections | | | |
| <input type="checkbox"/> General Understanding <input type="checkbox"/> Key Details <input type="checkbox"/> Vocabulary and Text Structure <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Inferences <input type="checkbox"/> Opinions, Arguments, Intertextual Connections | | | |
| <input type="checkbox"/> General Understanding <input type="checkbox"/> Key Details <input type="checkbox"/> Vocabulary and Text Structure <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Inferences <input type="checkbox"/> Opinions, Arguments, Intertextual Connections | | | |
| <input type="checkbox"/> General Understanding <input type="checkbox"/> Key Details <input type="checkbox"/> Vocabulary and Text Structure <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Inferences <input type="checkbox"/> Opinions, Arguments, Intertextual Connections | | | |

An Observation Form for Formative Assessment of Close Reading



Text: _____

Date: _____

| Preplanned Text-Dependent Questions | Observations of Students <i>Who is confused?</i> <i>What are the misconceptions?</i> | New Text-Dependent Questions to Further Student Understanding |
|-------------------------------------|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

CLOSE READING PRE-PLANNING

Lesson Purpose: _____

Common Core State Standard(s): _____

Date: _____ Grade: _____ Discipline: _____

Step 1: Select the Text

Text should be short, complex, and worthy of a close read. Remember to include a wide range of genres over time.

Title: _____

Author: _____

Page(s) or chunk(s) of text: _____

Step 2: Determine the Areas of Complexity/Potential Problem Areas and Teaching Points

Think about your students and aspects of the text that may interfere with their comprehension. Those chosen should become the focus of your teaching points. Refer to your qualitative rubric.

Literary Texts

- Text Structure
- Language Features
- Meaning
- Author's Purpose
- Knowledge Demands

Informational Texts

- Text Structure
- Language Features
- Meaning
- Author's Purpose
- Knowledge Demands

Step 3: Generate Text-Dependent Questions

Develop several high cognitive level questions that you may ask, depending on students' conversations with you and each other. Questions should require students to use the author's words. Prompt students to use text evidence. Use the progression of text-dependent questions as a scaffold. Focus on those that will best support your students in acquiring the knowledge needed to expand their comprehension.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Continued →

CLOSE READING SESSION

Remember to number the paragraphs or chunks of text. Limit frontloading when introducing the text.

First Reading

The first reading of a text should allow the reader to gain a general understanding of what the text says. Encourage students to annotate while reading to identify big ideas, if that is your initial focus. You may also want to use the first reading to have students identify (circle) words that are difficult for them. This provides insight into comprehension interference. Base your direction during the first reading on your prior assessment of the text complexity as it relates to your students.

Purpose Setting: Let's read to find out . . .

- Teacher Read Student Read

First Discussion: Partner talk and check meaning

Students dialogue about their understanding of the text or about the difficult text language, if that was your direction to them. Listen, and assess what students have understood. The next questions asked should build from these insights.

Next Reading

Based on the responses of the students, ask a question or two that pushes them back to the text to expand their thinking. This reading of the text should focus the reader's attention on how the text works by prompting consideration of author's use of language and the structure of the text. Encourage students to annotate while attending to text-dependent questions.

Text-Dependent Question:

Evidence-Based Answer (include p. # or para. #):

Text-Dependent Question:

Evidence-Based Answer (include p. # or para. #):

Next Discussion: Partner talk and check meaning

Students dialogue about their understanding and language of the text at a deeper level. Listen and assess what students have understood and determine what next questions to ask.

Additional Readings

Additional readings of the text should allow the reader to draw inferences and make intertextual connections through a deepening understanding of the text's language, structure, and meaning. Encourage students to annotate while attending to text dependent questions.

Text-Dependent Question:

Evidence-Based Answer (include p. # or para. #):

Text-Dependent Question:

Evidence-Based Answer (include p. # or para. #):

Additional Discussions: Partner talk and check meaning

Students dialogue about their understanding of the text at this deepened level. Listen and assess what students have understood and determine whether more text-dependent questions and additional readings are needed.

Writing as an Assessment and/or to Extend Meaning

A writing activity allows students to demonstrate their understanding of the text and serves as a performance assessment.

Close Reading Expertise and Implementation Self-Assessment



| TEACHER EXPERTISE | Beginning | Progressing | Accomplished |
|---|-----------|-------------|--------------|
| 1. Am I aware of the kinds of texts that are appropriate for close reading? | | | |
| 2. Do I understand the quantitative factors of text complexity? | | | |
| 3. Do I understand the qualitative dimensions of text complexity? | | | |
| 4. Can I identify reader/task features that influence text complexity? | | | |
| 5. Can I evaluate a text for complexity based on quantitative, qualitative, and reader/task factors? | | | |
| 6. Can I identify potential close reading teaching points based on my text and reader assessments? | | | |
| 7. Do I understand the steps in close reading and how it differs from traditional reading instruction? | | | |
| 8. Do I understand how to create effective text-dependent questions? | | | |
| CLOSE READING IMPLEMENTATION | Beginning | Progressing | Accomplished |
| 1. Have I made close reading a part of my regular classroom schedule? | | | |
| 2. Do I implement close reading in my classroom on a daily basis? | | | |
| 3. Does close reading occur in content area subjects as well as language arts time? | | | |
| 4. Do student close reading experiences incorporate the Gradual Release of Responsibility model? | | | |
| 5. Do I use formative assessment to determine students needs and next steps for instruction during close reading? | | | |
| 6. Do I differentiate instruction based on formative assessments as part of close reading experiences? | | | |
| 7. Do I use a variety of grouping arrangements to support close reading instruction and learning? | | | |
| Based on a reflection on my knowledge of close reading practice, what are my next steps for professional development? | | | |
| How do I plan to begin? | | | |

Assessing My Speaking

When it was my turn to speak . . .

- I used a clear voice.
- I made eye contact with listeners.
- I stated information clearly and concisely.
- I shared text-based support for the ideas I shared.
- I invited questions.
- I listened to questions before responding.
- I invited and supported the participation of others.
- I asked others what they thought.
- I provided clarification or additional information when others asked me to.
- I brought up points others had made.
- I offered summary statements when appropriate.

Throughout the conversation . . .

- I paid attention to the speaker.
- I encouraged the speaker by nodding my head and looking pleasantly engaged.
- I asked appropriate questions.
- I challenged ideas in a respectful way.
- I asked the speaker to verify information using polite language.
- I allowed others a chance to participate.
- I gained insights from others.
- I shared confirming or alternate positions.
- I provided text-based support for my thinking.
- I encouraged the conversation through my responses and attention to the speaker(s).

A CLOSE READING OBSERVATION GUIDE

Teacher: _____ Observer: _____

Grade: _____ Date: _____ Time: _____

Text Title: _____ Whole Group Small Group

-
- Purpose statement is posted and explained.
 - Short complex passage is used.
 - Passage is numbered.
 - Annotation chart is posted, and students are annotating text.
 - Passage is read multiple times, as indicated below. Rereading the text 3–4 times is typical, but not required.
 - Frontloading is limited.
 - Teacher asks text-dependent questions.
 - Student talk is used.
 - Writing or closing task extends meaning or is used for assessment purposes.

| | 1st read | 2nd read | 3rd read | 4th read |
|----------|----------|----------|----------|----------|
| Teacher | | | | |
| Students | | | | |

Questions to Consider:

- Is the purpose addressed throughout the lesson?
- What text-dependent questions are asked?
- How is student talk used to enhance students' understanding?
- Are insights gained from students' responses used to scaffold follow-up questions, discussion, and instruction?

1st Reading

Notes/Comments:

2nd Reading
Notes/Comments:

3rd Reading
Notes/Comments:

4th Reading
Notes/Comments:

Focus Forward
Notes: