### Reading Scoring Guide – Informational Text
**Student Language Version**

<table>
<thead>
<tr>
<th>Traits</th>
<th>Skill Areas</th>
<th>5/6 – EXCEEDS</th>
<th>4 – MEETS</th>
<th>3 – NEARLY MEETS</th>
<th>1/2 – DOES NOT YET MEET</th>
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#### DEMONSTRATE UNDERSTANDING
“Getting the gist”

- Main ideas
- Supporting details
- Sequence of events
- Connections among ideas
- Separate facts and opinions

**Reader responses**

- show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking
- tell the difference between and/or summarize facts and opinions
- recognize things that aren’t obvious, totally clear, or have more than one meaning

#### DEVELOP AN INTERPRETATION
“Reading between the lines”

- Unstated main ideas
- Inferences
- Interpretations, conclusions, & generalizations
- Connections to life or other works
- Predictions of next steps

**Reader responses**

- explain ideas (or themes, arguments, events, characters) and relationships that aren’t obvious, are unstated but understood, and show deeper thinking
- give meaningful, convincing examples from the text

- present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions
- give some examples from the text

- present interpretations that are not specific enough, too simple, or incomplete
- might show some misunderstanding of unstated ideas
- have very few examples from text

- do not explain what is unstated or “between the lines” or give an interpretation that does not match the text
- have no or almost no examples from the text
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**ANALYZE TEXT – INFORMATIONAL TEXT**  
**LOOKING AT THE AUTHOR’S CRAFT**

- Author’s purpose, ideas and reasoning, and writing strategies:
  - organization,
  - word choice,
  - point of view,
  - formatting,
  - literary devices* (if used)
  - other style choices

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<td>• identify author’s purpose</td>
<td>• might identify author’s purpose</td>
<td>• do not include author’s purpose</td>
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<td>• clearly give “deep-thinking statements” about author’s ideas, (e.g. support, reasoning, use of sources)</td>
<td>• give solid opinions about author’s ideas (e.g. support, reasoning, use of sources) with strong evidence</td>
<td>• might give opinions about the writer’s ideas that are too simple or unsupported</td>
<td>• might have unsupported opinions about author’s ideas</td>
</tr>
<tr>
<td>• explain (in detail) a deep analysis of the strategies the writer used</td>
<td>• explain strategies the writer used in this text and how well they worked</td>
<td>• give opinions about writer’s strategies that are too simple or unsupported</td>
<td>• show no evidence or thinking about writer’s strategies</td>
</tr>
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<td>• give specific, strong, accurate examples from the text</td>
<td>• give some examples from the text</td>
<td>• have hardly any examples from the text</td>
<td>• have no, or almost no, examples from the text</td>
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*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. You are not required to identify the technique, but when you notice a strategy the author uses, explain how it helps the writing.*