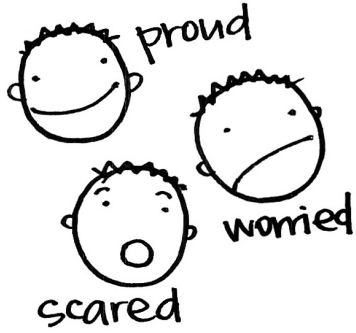
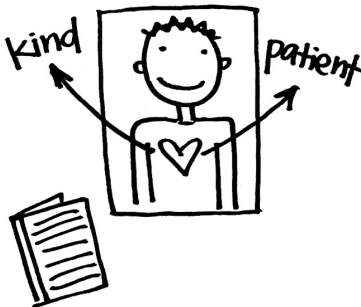

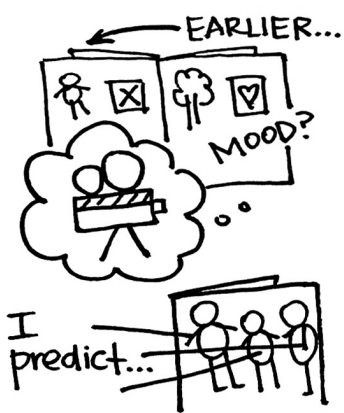
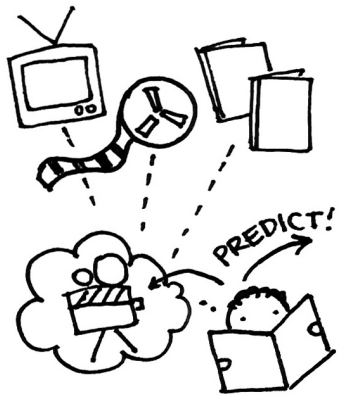

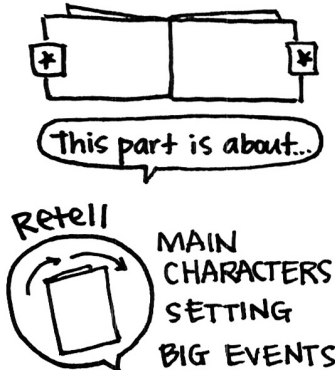
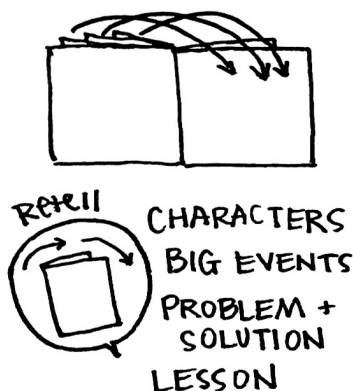
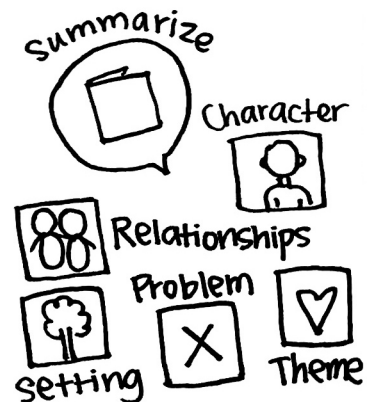


# Narrative Reading Self-Assessment Rubric

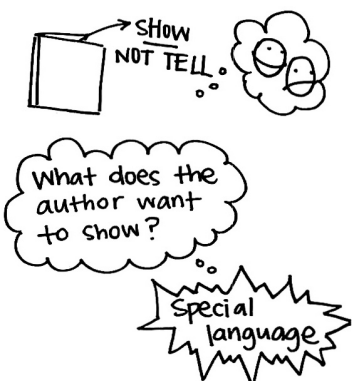
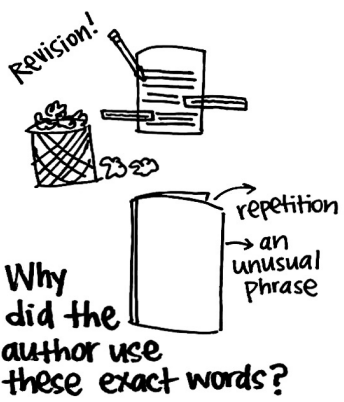
	Level 2	Level 3	Level 4
<p>Inferring about Characters and Other Story Elements</p> <p>Character Traits</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the big things the main character does, says, and thinks.</li> <li><input type="checkbox"/> I wrote about what these big things show about the character's feelings.</li> <li><input type="checkbox"/> If the main character faces a problem and solves it, I wrote about how the character does that.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling).</li> <li><input type="checkbox"/> When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how the character is complicated. He/she is more than one way (has multiple traits).</li> <li><input type="checkbox"/> I also wrote about what's going on inside the character (motivations and wants).</li> <li><input type="checkbox"/> When I thought and wrote about a character, I showed that I knew that small actions can signal something big.</li> </ul> 
<p>Envisioning/Predicting</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I made a movie in my mind from the pictures and the words.</li> <li><input type="checkbox"/> I predicted what would happen next based on what happened before.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I made a mental movie that included the characters, setting, events, and characters' reactions to them.</li> <li><input type="checkbox"/> I predicted what the main character would do, say, or think based on earlier parts.</li> <li><input type="checkbox"/> I could explain the reasons for my predictions.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I added to my mental movie based on what I knew about characters' traits and motivations, the setting, and events.</li> <li><input type="checkbox"/> I predicted based on what I knew about character traits, motivations, the events, or the setting.</li> <li><input type="checkbox"/> I also predicted based on how stories tend to go.</li> </ul> 

(continues)

# Narrative Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4
<p>Retelling/ Summary/ Synthesis <i>Within Text</i></p>	<p><input type="checkbox"/> I retold parts of a story by saying something about the main character(s) and the big events, in order.</p>  <p><b>Retell</b> MAIN CHARACTERS SETTING BIG EVENTS</p>	<p><input type="checkbox"/> I summarized in a way that shows what I knew about the story and the story elements, e.g., character or events.</p> <p><input type="checkbox"/> In my summary, I wrote about the characters—their traits and wants.</p> <p><input type="checkbox"/> I also retold key events using sequence words, or I may have written about the problem and the solution.</p> <p><input type="checkbox"/> If the character learned a life lesson, I mentioned that in my summary.</p> <p><input type="checkbox"/> I kept my summary brief—a 1/2 page or less.</p>  <p><b>Retell</b> CHARACTERS BIG EVENTS PROBLEM + SOLUTION LESSON</p>	<p><input type="checkbox"/> I <i>briefly</i> recapped the whole story, including key story elements.</p> <p><input type="checkbox"/> I may have organized my summary chronologically, using sequence words, or I may have used a problem/solution structure, or even a cause/effect structure.</p> <p><input type="checkbox"/> I wrote about the big themes or ideas the story teaches.</p>  <p><b>Summarize</b> Character Relationships Setting Problem Theme</p>

# Narrative Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4
Analyzing Author's Craft	<ul style="list-style-type: none"> <li><input type="checkbox"/> I could find and discuss a place where a character acts in ways that show feelings and I know the author is "showing, not telling" feelings.</li> <li><input type="checkbox"/> I noticed when the author used special techniques or special words and I wrote and thought about what the author wanted to show.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I noted when an author does something that stands out.</li> <li><input type="checkbox"/> I wrote to think about <i>why</i> an author may have written in that way.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I identified the craft techniques the author used.</li> <li><input type="checkbox"/> I wrote about the goal the author seems to have been trying to achieve.</li> <li><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.</li> </ul> 