

Reading and Responding to Texts

Task

Students present a labelled model or report on reading and responding to texts. The work demonstrates how they identify ideas in a text, connect those ideas to prior knowledge and personal experience, analyze techniques and literary elements, and construct meaning through interpretation.

Curriculum alignment

- Identify explicit and implicit ideas and information in texts ([Outcome](#), [Outcome](#))
- Use prior knowledge to reflect on and interpret ideas in texts ([Outcome](#), [Outcome](#))
- Construct meaning by analyzing character, theme and point of view ([Outcome](#))
- Discuss how techniques such as irony, symbolism and perspective communicate meaning ([Outcome](#))
- Compare development of character, plot and theme across texts ([Outcome](#))

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Comprehension of text	Identifies only obvious or surface-level ideas; misses implicit meaning or key details.	Identifies explicit ideas and some implicit meaning; grasps main points but may miss connections.	Identifies both explicit and implicit ideas; demonstrates clear understanding of main ideas and supporting details.	Identifies explicit and implicit ideas with nuance; shows sophisticated grasp of how ideas work together.
Use of prior knowledge and personal connection	Makes no connection to prior knowledge or personal experience; response is generic.	Makes a basic connection to prior knowledge or personal experience; connection is sometimes unclear or underdeveloped.	Connects text to prior knowledge and personal experience; explains how these shape interpretation.	Integrates prior knowledge and personal experience to deepen interpretation; reflects on how different readers might interpret differently.
Analysis of literary techniques and elements	Names techniques or elements but does not explain their effect; analysis is absent or superficial.	Identifies techniques and elements; explains some effects on meaning or mood.	Analyzes how techniques such as symbolism, irony or characterization create meaning and effect.	Analyzes how multiple techniques work together to create meaning; discusses how technique choices affect audience impression.
Clarity and organization of response	Ideas are unclear or disorganized; labels or structure are missing or confusing.	Ideas are mostly clear; labels or structure are present but incomplete or inconsistent.	Ideas are clear and well-organized; labels, headings or structure guide the reader effectively.	Ideas are clear, coherent and compelling; structure and labels enhance understanding and engagement.

Scoring

Add the level for each criterion. A score of 13 to 16 is Exemplary, 10 to 12 is Proficient, 7 to 9 is Developing, and 4 to 6 is Beginning. Record the overall level and provide specific feedback on one criterion to strengthen and one to build on.

Notes for the teacher

- Look for evidence of thinking, not length. A brief response that names a technique and explains its effect scores higher than a long summary with no analysis.
- When a student connects text to personal experience, check that the connection is genuine and deepens understanding of the text, not just a tangent. "This reminds me of..." is a start; "This reminds me of... which helps me understand why the character..." is analysis.
- If a student labels a model or diagram, verify that labels identify specific techniques or ideas from the text, not just parts of the story. Labels should show thinking.
- Differentiate by text complexity and task format. A student working below grade level might analyze one technique in depth; a student working above might compare how two texts use the same technique differently.