

Checklist and Rubric for Writing About Reading (Version 1)

Below are each of the four components that should be included in every piece of writing about reading that you complete. Before submitting your writing about reading, make sure that each of the following components is included in your writing. Make sure that you can actually point to the parts of your writing about reading where each of these components has been included:

_____ A short summary of the book you have read

_____ An explanation of what you noticed and what you decided to pay attention to as you read (YOUR READING GOAL).

_____ Examples of what you collected in your reading journal document in connection to your reading goal. This should include something you noticed in the text AND your own thinking about what you noticed. Your thinking should go beyond a simple statement. It should reveal some deeper thinking ABOUT the example from the text.

_____ Reflection. Look back on what you collected in connection to your reading goal and explain what it helped you to understand or realize about your book, the characters, the writer, the world or yourself. What are you able to understand now because of the notes that you have taken in connection with your reading goal? What do these notes help you to better understand about a character, this book, what the author was trying to show or about the world? The thinking in your reflection should be NEW thinking that you are able to reach by looking at all of your examples together. This is a bigger understanding about the text or the character or the world or yourself as a reader.

Writing About Reading Rubric (Version #1)

Level of Performance	Description of Writing About Reading
Exceeds Expectations A student-written example: https://docs.google.com/document/d/1qQ8ytCm9vQT95AIHpfgE0hLO7IpsnAUmN7JeNlZ2Zxc/edit	Writes a short summary of the book and shares a reading goal. Gives multiple examples from their reading journal connected to their reading goal AND shares a good amount of thinking about those examples with depth. Reflects on and explains what their goal helped them to better understand in a meaningful way that reveals and explains new thinking that goes beyond what was explained with text examples individually.
Meets Expectations A student-written example: https://docs.google.com/document/d/1DHT1yTDGLGrq_cBt1Yr0NEVCYsMlb pUaWrFA90TIQ2o/edit	Writes a short summary of the book and shares a reading goal. Gives one or more examples from their reading journal connected to their reading goal AND shares a good amount of thinking about those examples with depth. May share simply stated reflection that does not reveal new thinking or does not provide any explanation of new thinking. May restate the thinking shared in connection to each individual text example without sharing bigger thinking.
Approaches Expectations A student-written example: https://docs.google.com/document/d/15b2nYpLybXOAh1PQKUPAJLzbbjKeH0bHHO9V4LoWrRQ/edit	Writes a short summary of the book and shares a reading goal. Explains what was noticed in connection to their own goal using only examples from the text. May include some brief thinking about those examples, but not in much depth.
Below Expectations A student-written example: https://docs.google.com/document/d/1e0xZp2DVU5_snDo53RQGaMX_aF7H5ATPGZM3o_ygwak/edit	Writes a short summary of the book. May state a reading goal. May share random pieces of thinking or examples from the book that are unrelated to the reading goal.

