

Reporting Categories	Needs Support	Close	Ready	Exceeding
<p>Key Ideas and Details</p> <p>Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, experiences and perspectives that may differ from his or her own, and more challenging subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifying explicitly stated central ideas. identifying logical inferences. identifying how context informs the meaning of a text. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifies explicit and implicit central ideas developed across a text. infers meaning from explicit textual details. identifies relationships based on textual evidence. identifies textual details to support analysis. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> analyzes explicit and implicit central ideas developed across a text. infers meaning without explicit textual details. identifies relationships based on local and text-wide context, and cites textual details to support relationships. analyzes ideas, events, and individuals to make logical inferences. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> reads to understand a complex, multi-faceted purpose that may not be evident upon first reading, varied and complex organizational and sentence structures, sophisticated vocabulary and syntax, words and structures uncommon in contemporary texts, several abstract ideas and concepts, challenging literary devices, and mature themes and subject matter that offer profound insights and philosophical reflection in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> analyzes explicit and implicit central ideas developed across a text. infers meaning without explicit textual details. analyzes relationships based on implicit textual evidence, and cites textual details to support analysis. analyzes ideas, events, and individuals to make logical inferences.
<p>Craft and Structure</p> <p>Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, experiences and perspectives that may differ from his or her own, and more challenging subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifying the structure of texts. determining word and phrase meanings from context. identifying figurative language in context. identifying the main purpose of a text. identifying multiple perspectives. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifies the structure of texts. identifies word and phrase meanings from context. identifies the meaning of figurative language and how it helps shape the meaning and tone of a text. identifies the main purpose of a text with abstract concepts. identifies how parts of a text contribute to the development of a topic or character. identifies multiple perspectives. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifies the structure of texts. identifies word and phrase meanings from context. identifies how literal and figurative language shape the meaning and tone of a text. identifies the main purpose of a text with several abstract ideas and concepts. identifies how structure and style impact meaning. identifies how parts of a text contribute to the development of a topic, character, or theme. identifies multiple perspective. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> reads to understand a complex, multi-faceted purpose that may not be evident upon first reading, varied and complex organizational and sentence structures, sophisticated vocabulary and syntax, words and structures uncommon in contemporary texts, several abstract ideas and concepts, challenging literary devices, and mature themes and subject matter that offer profound insights and philosophical reflection in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifies word and phrase meanings from context. interprets how literal and figurative language shape the meaning and tone of a text. interprets the main purpose of a text with numerous abstract ideas and concepts. identifies how structure and style impact meaning. analyzes how parts of a text contribute to the development of a topic, character, or theme. distinguishes between multiple perspectives.
<p>Integration of Knowledge and Ideas</p> <p>Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, experiences and perspectives that may differ from his or her own, and more challenging subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> identifying sentences as fact or opinion, and determining how fact and opinion function in texts. comparing and contrasting literary and thematic elements between texts. citing reasons and evidence to develop an argument. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> infers to differentiate between an author's claims and counterclaims. distinguishes between fact and opinion. identifies how comparing literary and thematic elements can enhance an understanding of key ideas. cites reasons and evidence to develop an argument. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> infers and interprets how an author's claims and supporting evidence develop an argument. analyzes how fact and opinion function in texts to create bias or impact tone. analyzes how literary and thematic elements relate key ideas across two texts. cites reasons and evidence to develop an argument. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> reads to understand a complex, multi-faceted purpose that may not be evident upon first reading, varied and complex organizational and sentence structures, sophisticated vocabulary and syntax, words and structures uncommon in contemporary texts, several abstract ideas and concepts, challenging literary devices, and mature themes and subject matter that offer profound insights and philosophical reflection in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: <ul style="list-style-type: none"> interprets and evaluates whether an author's claims are consistent. evaluates how fact and opinion function in texts to create bias or impact tone. analyzes how different literary and thematic elements in texts inform both shared and distinct ideas when comparing texts. cites reasons and evidence to develop an argument.

*Students read and analyze primarily *More Challenging and Complex* texts.