

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 simple purpose and short, basic sentences 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"> is working on identifying explicitly stated central ideas. is working on identifying explicit textual details. is working on making simple inferences about key details. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a simple purpose, short, basic sentences, and clearly stated ideas 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 explicitly stated central ideas. identifies explicit textual details. makes simple inferences about key details. uses key details to make inferences about character traits. paraphrases portions of literary and informational texts. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts 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 central ideas. summarizes texts. connects ideas, events, and characters to make logical inferences. uses key details to draw conclusions about character traits and actions. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts 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 central ideas. summarizes texts. analyzes ideas, events, and characters to make logical inferences. uses key details to analyze character traits and actions.
<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 simple purpose and short, basic sentences 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"> is working on identifying author's purpose. is working on identifying characterization from textual evidence. is working on identifying word meaning from context. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a simple purpose, short, basic sentences, and clearly stated ideas 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"> connects author's purpose to specific events or information in the text. identifies details that support author's purpose. identifies characterization from textual evidence. identifies word and phrase meanings from context. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, some longer and more complex sentences, clearly stated ideas and concepts 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"> makes connections between the structure and content in a text. identifies how structure and content contribute to author's purpose. identifies multiple perspectives in a text. identifies how parts of a text contribute to characterization. identifies word and phrase meanings from context. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts 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 how the structure and content shape author's purpose. distinguishes between multiple perspectives. identifies how parts of a text contribute to characterization and theme. identifies word and phrase meanings from context.
<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 simple purpose and short, basic sentences 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"> is working on identifying an author's explicit claims. is working on citing textual evidence to support claims. is working on identifying sentences with a simple structure as fact or opinion. is working on recognizing similarities and differences between two texts. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a simple purpose, short, basic sentences, and clearly stated ideas 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 an author's explicit claims. cites textual evidence to support claims. distinguishes between fact and opinion. identifies a common topic clearly across two texts. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, some longer and more complex sentences, clearly stated ideas and concepts 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 an author's explicit or implied claims. cites textual evidence to support claims. distinguishes between fact and opinion. compares or contrasts two texts. identifies similarities and differences between topics or characters. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts 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"> determines an author's explicit or implied claims. analyzes how authors use textual evidence to construct their claims. distinguishes between fact and opinion. compares and contrasts two texts. analyzes similarities and differences between topics or characters. cites textual evidence to support analysis.

*Students read and analyze primarily *Basic* texts.