### Key Ideas and Details

**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.**

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
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<tbody>
<tr>
<td><strong>A student performing at the Needs Support level:</strong></td>
<td>• 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:</td>
<td>• is working on identifying explicitly stated central ideas. • is working on identifying explicit textual details. • is working on making simple inferences about key details.</td>
<td>• 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.</td>
<td>• identifies central ideas. • summarizes texts. • analyzes ideas, events, and characters to make logical inferences. • uses key details to analyze character traits and actions.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
<td>• 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:</td>
<td>• is working on identifying author’s purpose. • is working on identifying characterization from textual evidence. • is working on identifying word meaning from context.</td>
<td>• identifies how parts of a text contribute to characterization. • identifies word and phrase meanings from context.</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>• 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:</td>
<td>• is working on identifying an author’s explicit claims. • is working on citing textual evidence to support claims. • is working on recognizing similarities and differences between two texts.</td>
<td>• identifies similarities and differences between topics or characters.</td>
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</table>

**Students read informational and literary texts. To demonstrate comprehension of texts with these elements, a student performing at this level:**

- 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:
  - 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.

- 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:
  - identifies an author’s explicit claims.
  - identifies multiple perspectives in a text.
  - identifies how parts of a text contribute to characterization.
  - identifies word and phrase meanings from context.

- 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:
  - identifies an author’s explicit or implied claims.
  - cites textual evidence to support claims.
  - distinguishes between fact and opinion.
  - compares and contrasts two texts.

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*Students read and analyze primarily basic texts.*