

| Reporting Categories  | Needs Support   | Close   | Ready   | Exceeding  |
|---|---|---|---|--|
| <p><b>Key Ideas and Details</b></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"> <li>is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and some non-literal language 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"> <li>identifying explicitly stated central ideas.</li> <li>identifying explicit textual details.</li> <li>making simple inferences about key details.</li> <li>identifying characterization.</li> </ul> </li> </ul>  | <p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts and simple literary devices 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"> <li>identifies and connects explicitly stated central ideas.</li> <li>summarizes texts.</li> <li>identifies textual details.</li> <li>makes simple inferences about key details.</li> <li>identifies characterization.</li> </ul> </li> </ul>   | <p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own 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"> <li>identifies and connects central ideas developed across a text.</li> <li>summarizes texts.</li> <li>connects ideas, events, and individuals to make logical inferences.</li> <li>draws conclusions about characterization.</li> </ul> </li> </ul>   | <p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own 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"> <li>identifies and connects central ideas developed across a text.</li> <li>summarizes texts.</li> <li>analyzes ideas, events, and individuals to make logical inferences.</li> <li>analyzes characterization.</li> </ul> </li> </ul>   |
| <p><b>Craft and Structure</b></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"> <li>is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and some non-literal language 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"> <li>identifying structures and purpose of portions of literary and informational texts.</li> <li>identifying details that support inferences.</li> <li>identifying word meaning from context.</li> <li>identifying author's perspective within literary and informational texts.</li> </ul> </li> </ul> | <p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts and simple literary devices 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"> <li>identifies author's purpose by referencing specific events or information in the text.</li> <li>identifies how parts of a text contribute to characterization.</li> <li>identifies word and phrase meanings from context, including phrases containing figurative language.</li> <li>identifies how details forms an author's perspective.</li> </ul> </li> </ul> | <p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own 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"> <li>makes connections between structure and content, and determines how these connections contribute to author's purpose.</li> <li>describes the overall organization of a text and how organization contributes to meaning.</li> <li>identifies word and phrase meanings from multiple-context clues, including phrases containing figurative language.</li> <li>identifies multiple perspectives.</li> </ul> </li> </ul> | <p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own 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"> <li>identifies how the structure and content shape author's purpose.</li> <li>makes connections between text structure and tone.</li> <li>identifies how the narrative voice in a literary text contributes to the author's purpose.</li> <li>identifies word and phrase meanings from multiple-context clues, including phrases containing figurative language.</li> <li>distinguishes between multiple perspectives.</li> </ul> </li> </ul> |
| <p><b>Integration of Knowledge and Ideas</b></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"> <li>is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and some non-literal language 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"> <li>identifying an author's explicit or implicit claims.</li> <li>identifying sentences of varied structures as fact or opinion.</li> <li>identifying how a fact and opinion functions in the text.</li> <li>identifying how two texts are similar.</li> </ul> </li> </ul>                              | <p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts and simple literary devices 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"> <li>identifies an author's explicit or implied claims.</li> <li>distinguishes between fact and opinion.</li> <li>identifies how a fact and opinion functions in the text.</li> <li>compares and contrasts two texts.</li> <li>infers similarities and differences to support a claim.</li> </ul> </li> </ul>  | <p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own 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"> <li>identifies an author's explicit or implicit claims.</li> <li>distinguishes between fact and opinion.</li> <li>identifies how a fact and opinion functions in the text.</li> <li>compares and contrasts two texts.</li> <li>infers similarities and differences between topics or characters in the texts.</li> <li>cites textual evidence to support inferences.</li> </ul> </li> </ul>                                | <p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own 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"> <li>identifies an author's implied claim.</li> <li>analyzes how authors use textual evidence to construct their claims.</li> <li>analyzes how a fact and opinion functions in the text.</li> <li>compares and contrasts two texts.</li> <li>analyzes similarities and differences between topics or characters in the texts.</li> <li>cites textual evidence to support analysis.</li> </ul> </li> </ul>                                      |

\*Students read and analyze primarily *Straightforward* and *Somewhat Challenging* texts.