

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, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences and perspectives 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>identifying explicitly stated central ideas.</li> <li>summarizing texts.</li> <li>making simple inferences about meaning.</li> <li>identifying how explicit relationships among textual elements and ideas develop.</li> <li>identifying textual details.</li> <li>identifying characterization.</li> <li>identifying logical inferences.</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, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, experiences and perspectives that may differ from his or her own, and challenging themes and 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"> <li>identifies explicit and implicit central ideas developed across a text.</li> <li>summarizes texts.</li> <li>makes simple inferences about meaning.</li> <li>identifies relationships among textual elements and ideas.</li> <li>identifies textual details.</li> <li>identifies characterization.</li> <li>identifies logical inferences.</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 complex purpose, a variety of sentence styles and transitions, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and 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"> <li>identifies explicit and implicit central ideas developed across a text.</li> <li>summarizes specific information developed across a text.</li> <li>identifies logical inferences based on context.</li> <li>identifies relationships among textual elements and ideas based on context.</li> <li>cites textual details to support relationships.</li> <li>draws conclusions about characterization.</li> <li>analyzes ideas, events, and individuals, to make logical 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 complex or multi-faceted purpose, varied and complex organizational and sentence structures, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that differ from his or her own, and challenging themes and 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"> <li>analyzes explicit and implicit central ideas developed across a text.</li> <li>summarizes specific information developed across a text.</li> <li>identifies logical inferences and interpret meaning of details based on context.</li> <li>analyzes relationships among textual elements and ideas based on context.</li> <li>cites textual details to support analysis.</li> <li>analyzes characterization.</li> <li>analyzes ideas, events, and individuals, to make logical inferences.</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, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences and perspectives 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>identifying the structure of texts.</li> <li>identifying the main purpose of a text.</li> <li>identifying word and phrase meanings from context.</li> <li>identifying literal and figurative language in context.</li> <li>identifying multiple perspectives.</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, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, experiences and perspectives that may differ from his or her own, and challenging themes and 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"> <li>identifies the structure of texts.</li> <li>identifies the main purpose of texts with abstract concepts.</li> <li>identifies word, phrase, or sentence meanings from context.</li> <li>identifies the meaning of literal and figurative language, and how it helps shape the meaning and tone of a text.</li> <li>identifies multiple perspectives.</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 complex purpose, a variety of sentence styles and transitions, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and 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"> <li>identifies the structure of texts.</li> <li>identifies the main purpose of texts with several abstract ideas and concepts.</li> <li>identifies word and phrase meanings from context.</li> <li>identifies how literal and figurative language shape the meaning and tone of the text.</li> <li>identifies how structure and style impact meaning.</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 complex or multi-faceted purpose, varied and complex organizational and sentence structures, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that differ from his or her own, and challenging themes and 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"> <li>analyzes the structure of texts.</li> <li>identifies how the narrative voice in a literary or informational text contributes to the author's purpose.</li> <li>determines word and phrase meanings from context.</li> <li>analyzes how literal and figurative language shape the meaning and tone of texts.</li> <li>analyzes how structure and style impact meaning.</li> <li>analyzes 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, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences and perspectives 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>inferring to identify an author's claim in texts.</li> <li>identifying how fact and opinion function in texts.</li> <li>comparing and contrasting literary and thematic elements between text.</li> <li>citing textual evidence to support claims.</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, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, experiences and perspectives that may differ from his or her own, and challenging themes and 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"> <li>infers to identify an author's claim in texts.</li> <li>identifies how fact and opinion function in texts.</li> <li>identifies how comparing and contrasting literary and thematic elements between texts can enhance an understanding of key ideas.</li> <li>cites textual evidence to support claims.</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 complex purpose, a variety of sentence styles and transitions, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and 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"> <li>analyzes how fact and opinion function in texts to create bias or impact tone.</li> <li>analyzes how reasons and evidence develop an argument.</li> <li>compares and contrasts literary and thematic elements.</li> <li>relates key ideas across two texts.</li> <li>cites textual evidence to support claims.</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 complex or multi-faceted purpose, varied and complex organizational and sentence structures, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that differ from his or her own, and challenging themes and 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"> <li>analyzes how fact and opinion function in texts to create bias or impact tone.</li> <li>analyzes how reasons and evidence develop an argument.</li> <li>analyzes how different literary and thematic elements in texts inform both shared and distinct concepts when comparing and contrasting texts.</li> <li>cites textual evidence to support claims.</li> </ul> </li> </ul>

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