

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 and organizational structure, a variety of sentence structures, some uncommon words and phrases, some simple literary devices, and basic insights into characters, 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"> identifying explicitly stated central ideas. summarizing texts. identifying how key ideas develop across a text. identifying explicit textual details. identifying characterization. making simple inferences about key ideas. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, 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 and connects explicitly stated central ideas. summarizes texts. summarizes how key ideas develop across a text. identifies explicit textual details. identifies characterization. connects ideas, events, and individuals to make logical inferences. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> 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, 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"> identifies explicit and implicit central ideas developed across a text. summarizes texts. explains how key ideas develop across a text. cites textual details to support analysis. draws conclusions about characterization. analyzes ideas, events, and characters 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 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, 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"> analyzes explicit and implicit central ideas developed across a text. summarizes texts. identifies and analyzes how key ideas are developed to make logical inferences. cites textual details to support analysis. analyzes characterization. analyzes ideas, events, and characters to make logical inferences.
<p>Craft and Structure</p> <p>Students analyze the structure and purpose of informational and literary texts. They analyze authorial decisions 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 and organizational structure, a variety of sentence structures, some uncommon words and phrases, some simple literary devices, and basic insights into characters, 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"> identifying how the structure of a text contributes to meaning. identifying the main purpose of a text. identifying word and phrase meanings from context. identifying author's claims within a text. identifying details that support inferences. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, 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 how the structure of a text contributes to meaning. identifies the main purpose of a word, phrase, or sentence from context. connects claims to author's purpose. identifies how specific word choices shape the meaning and tone of a text. identifies details that support inferences. identifies how parts of a text contribute to the development of a topic or character. identifies how content forms a perspective. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> 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, 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"> identifies how the structure of a text contributes to meaning. identifies the main purpose of a word, phrase, or sentence from context. identifies the author's claims and main purpose of a text. identifies how literal and figurative language shape the meaning and tone of the text. identifies details that support inferences. identifies connections between structure and content, and analyzes how these connections contribute to the author's purpose. identifies multiple perspectives. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> 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, 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"> analyzes how the structure of a text contributes to meaning. identifies the main purpose of a word, phrase, or sentence from context. analyzes the author's claims and how structure and content shape the author's purpose. analyzes how literal and figurative language shape the meaning and tone of the text. identifies details that support inferences. analyzes how the narrative voice in a literary or informational text contributes to the author's purpose. analyzes 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 and organizational structure, a variety of sentence structures, some uncommon words and phrases, some simple literary devices, and basic insights into characters, 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"> identifying an author's implicit or explicit claims in texts. identifying how fact and opinion function in texts. comparing and contrasting literary and thematic elements within a text. citing textual evidence to support claims. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> reads to understand a clear purpose and organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, 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 an author's implicit or explicit claims in texts. identifies how fact and opinion function in texts. compares and contrasts the common theme of two texts. cites textual evidence to support claims. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> 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, 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"> identifies an author's implicit or explicit claims in texts. identifies how fact and opinion function in texts. compares and contrasts the common theme of two texts. cites textual evidence to support claims. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> 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, 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"> analyzes an author's implicit or explicit claims in texts. analyzes how fact and opinion function in texts. compares and contrasts the common theme of two texts. cites textual evidence to support claims.

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