

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 simple purpose, basic sentences, some polysyllabic words, and a few instances of simple similes and metaphors 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> </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, clearly stated ideas and concepts, and simple similes and metaphors 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>identifies explicit textual details.</li> <li>makes simple inferences about key details.</li> <li>uses key details to make inferences about character traits.</li> <li>paraphrases portions of literary and informational texts.</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 and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors 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 characters to make logical inferences.</li> <li>uses key details to draw conclusions about character traits and actions.</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 and organizational structure, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, and 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 central ideas developed across a text.</li> <li>summarizes texts.</li> <li>analyzes ideas, events, and characters to make logical inferences.</li> <li>uses key details to analyze character traits and actions.</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 simple purpose, basic sentences, some polysyllabic words, and a few instances of simple similes and metaphors 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 author's purpose.</li> <li>identifying word meaning from context.</li> <li>identifying details that support author's perspective.</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, clearly stated ideas and concepts, and simple similes and metaphors 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 details that support author's purpose.</li> <li>identifies how specific parts of a text contribute to the broader meaning of a text.</li> <li>identifies word and phrase meanings from context, including phrases containing figurative language.</li> <li>identifies details that support 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 and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors 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 the structure and content of texts, and determines how these connections contribute to author's purpose.</li> <li>determines how parts of a text contribute to characterization and theme.</li> <li>identifies word and phrase meanings from context, including phrases containing figurative language.</li> <li>identifies multiple perspectives in a text.</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 and organizational structure, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, and 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 how the structure and content shape author's purpose.</li> <li>identifies how the narrative voice in a literary text contributes to the author's purpose.</li> <li>determines how parts of a text contribute to characterization and theme.</li> <li>identifies word and phrase meanings from context, 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 simple purpose, basic sentences, some polysyllabic words, and a few instances of simple similes and metaphors 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 claims.</li> <li>citing textual evidence to support claims.</li> <li>identifying sentences as fact or opinion.</li> <li>identifying how the fact and opinion functions in the text.</li> <li>identifying explicit or implied similarities and differences between two 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, clearly stated ideas and concepts, and simple similes and metaphors 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>cites textual evidence to support claims.</li> <li>distinguishes between fact and opinion.</li> <li>identifies how the fact and opinion functions in the text.</li> <li>identifies a common topic across 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 and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors 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>analyzes how authors use textual evidence to construct their claims.</li> <li>distinguishes between fact and opinion.</li> <li>identifies how the fact and opinion functions in the text.</li> <li>compares and contrasts two texts.</li> <li>identifies or 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 and organizational structure, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, and 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 implied claim.</li> <li>analyzes how authors use textual evidence to construct their claims.</li> <li>distinguishes between fact and opinion.</li> <li>identifies how the 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* texts.