

# Reporting Category Statements B.E.S.T. Standards: ELA

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May 2023

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# Introduction

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Students who take the Florida Assessment of Student Thinking (FAST) or the Benchmarks for Excellent Student Thinking (B.E.S.T.) end-of-course (EOC) assessments receive detailed score reports that are unique to these computer-adaptive assessments. These reports contain detailed information on each student's performance and, beginning with the 2023–2024 school year, will include narratives regarding strengths and weaknesses, as well as steps parents can take to help students make progress in their learning. The information in this report is intended primarily for students and families and is not intended to replace classroom instruction.

The most detailed narrative is provided at the *reporting category* level. Reporting categories refer to major groupings of content and skills, such as Reading Informational Text or Reading Prose and Poetry in English Language Arts (ELA) and Number Sense and Operations with Whole Numbers or Algebraic Reasoning in Mathematics, among others. For each of the reporting categories, three tiers of text have been created based on the B.E.S.T. Standards and informed by the [Achievement Level Descriptors](#) (ALDs) that were written by Florida educators for the B.E.S.T. standards. These tiers include *Below Expectations*, *At/Near Expectations*, and *Above Expectations*. These reports classify student performance into one of the three tiers based on the students' answers to items that measure the benchmarks associated with that reporting category. Individual benchmark codes can be found in the report beneath the name of the reporting category they fit. Each student's report is tailored to provide specific information based upon which of the three tiers that each reporting category score falls into. This document provides the complete set of narratives so that stakeholders can see expectation progressions within a reporting category and across grades.

Each description included in these reports and the accompanying next steps were drafted by small teams of Florida educators and reviewed by larger Florida educator panels facilitated by EdCount, LLC, and consisting of Florida educators, reading specialists from *Just Read, Florida!*, and mathematics specialists from the Bureau of Standards and Instructional Support.

It is important to keep in mind that a student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the B.E.S.T. Standards. Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.

The following resources are available to support understanding of the FAST test design and the skills outlined in the B.E.S.T. Standards.

[B.E.S.T. Standards Achievement Level Descriptions](#)

[Understanding FAST Grades 3–10 ELA Reading and Grades 3–8 Mathematics and B.E.S.T. Algebra 1 and Geometry EOC Reports for Families](#)

[B.E.S.T. Standards:](#)

- [ELA](#)
- [Mathematics](#)

[FAST ELA Test Design Summary](#)

[FAST Mathematics and B.E.S.T. EOC Test Design Summary](#)

Please direct questions and comments about these reports to [Assessment@fldoe.org](mailto:Assessment@fldoe.org).

## Grade 3 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 3.R.1.1, 3.R.1.2, 3.R.1.3, 3.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Answer questions about a character’s feelings, personality, motivations, and/or actions.</li> <li>• Identify simple details about the theme (message/big idea) of a story.</li> <li>• Answer simple questions about a character’s perspective (thoughts, feelings, and reactions about what is happening) in a story.</li> <li>• Identify a feature of one type of poem (free verse, rhymed verse, haiku, or limerick).</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how a character thinks, feels, and/or acts in response to a particular event.</li> <li>• Explain some details about the story’s theme (message/big idea).</li> <li>• Explain multiple characters’ perspectives (thoughts, feelings, and reactions about what is happening) throughout a story.</li> <li>• Identify features from different types of poems (free verse, rhymed verse, haiku, or limerick).</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>• Describe, using details from a story, how characters think, feel, and act in response to particular events.</li> <li>• Explain important details that help support a complex theme (message/big idea).</li> <li>• Explain multiple characters’ perspectives (thoughts, feelings, and reactions about what is happening) in a complex story.</li> <li>• Identify and explain different types of poems (free verse, rhymed verse, haiku, or limerick).</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read and discuss a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Retell the story and talk about how the characters’ thoughts, feelings, and/or actions are important to the story.</li> <li>• Talk about the story’s message/big idea using some stated details from the story (e.g., <i>What does the character want the reader to learn about life?</i>).</li> <li>• Talk about how different characters feel, think, or react.</li> </ul> <p>Read a variety of poems (free verse, rhymed verse, haiku, and limerick) and talk about the different features of the poem (examples of</p>	<p>Read and discuss a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how the characters’ thoughts, feelings, and/or actions relate to specific events from the story.</li> <li>• Describe, using details from the story, the theme (message/big idea) that was learned.</li> <li>• Explain multiple characters’ perspectives (thoughts, feelings, and reactions about what is happening).</li> </ul> <p>Read a variety of poems (free verse, rhymed verse, haiku, and limerick) and identify the specific features of each type (examples of</p>	<p>Read and discuss a variety of stories. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how one or more characters develop throughout the plot by explaining traits, feelings, motivations, and responses to situations.</li> <li>• Explain the theme and discuss how the theme is developed as the story progresses using specific examples.</li> <li>• Describe multiple characters’ perspectives (thoughts, feelings, or reactions about what is happening) throughout the story using specific examples from the story.</li> </ul> <p>Read a variety of poems (free verse, rhymed verse, haiku, and limerick) and discuss the</p>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 3.R.1.1, 3.R.1.2, 3.R.1.3, 3.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	features include rhyme, descriptive imagery, lines, and stanzas).	features include rhyme, descriptive imagery, lines, and stanzas).	specific features of each type (examples of features include rhyme, descriptive imagery, lines, and stanzas).

DRAFT

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 3.R.2.1, 3.R.2.2, 3.R.2.3, 3.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simple text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations add to the meaning of the text.</li> <li>• Identify how text is organized (chronological, cause/effect, compare/contrast).</li> <li>• Identify simple details about a clearly stated central idea (important idea).</li> <li>• Identify why the author wrote about the topic and/or the author’s claim (major point) using a single detail.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations add to the meaning of the text.</li> <li>• Identify text structure (chronological, cause/effect, compare/contrast).</li> <li>• Identify important details that support a clearly stated central idea (important idea).</li> <li>• Explain how the author develops the purpose of the text.</li> <li>• Identify and explain the claim (major point) the author is making in a text.</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>• Explain how multiple text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations add to the meaning of the text.</li> <li>• Explain the text structure (chronological, cause/effect, compare/contrast).</li> <li>• Explain details from the text that support a complex central idea (important idea).</li> <li>• Explain how the author develops the purpose of the text.</li> <li>• Explain how the author uses evidence to support the claim (main point).</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Talk about how text features, such as captions and illustrations, add meaning to the text.</li> <li>• Talk about the text structure (chronological, cause/effect, compare/contrast).</li> <li>• Retell the central idea (important idea).</li> <li>• Identify the claim (major point) the author is making in a text.</li> <li>• Talk about why the author wrote about the topic.</li> </ul>	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Talk about how text features, such as headings, subheadings, and graphs, connect or add meaning to the text.</li> <li>• Identify the text structure (chronological, cause/effect, compare/contrast).</li> <li>• Explain the central idea (important idea) of the text and details that support it.</li> <li>• Identify how the author develops the purpose using details from the text.</li> <li>• Identify the author’s claim (major point) using details from the text.</li> </ul>	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Describe different text features, such as maps, graphs, and timelines, and why or how the features contribute to the text.</li> <li>• Identify the text structure (chronological, cause/effect, compare/contrast).</li> <li>• Identify clearly stated and assumed details that support the complex central idea (important idea).</li> <li>• Explain how the author develops the purpose and claim (major point) of the text.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 3.R.3.1, 3.R.3.2, 3.R.3.3, 3.V.1.2, 3.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Identify simple figurative language in a text.</li> <li>• Summarize a simple story or informational text including some details.</li> <li>• Answer questions about how two authors present information on the same topic.</li> <li>• Use word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use a simple strategy, such as context clues or background knowledge, to determine an unknown word or phrase.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain figurative language in a text.</li> <li>• Summarize a story or an informational text to include important details such as the central idea, theme, or storyline.</li> <li>• Compare how different authors present information on the same topic or theme.</li> <li>• Identify and apply word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use a variety of strategies, such as context clues and knowledge of synonyms and/or antonyms, to determine the meaning of an unknown word or phrase.</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>• Identify and explain complex figurative language in a text.</li> <li>• Summarize a story or an informational text to include essential details (the storyline and/or theme for a literary text or the central idea and/or relevant details for an informational text) to enhance understanding.</li> <li>• Compare and contrast how different authors present information on the same topic or theme in complex texts.</li> <li>• Apply word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use multiple strategies, such as context clues and knowledge of synonyms and/or antonyms to determine the meaning of an unknown word or phrase.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of texts with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Talk about how metaphors, personification, and hyperbole are used to help the reader understand the text. <ul style="list-style-type: none"> <li>○ A hyperbole example would be: <i>The boy's mom said she has told him to clean his room a million times! Has she really told him to clean his room</i></li> </ul> </li> </ul>	<p>Read a variety of texts with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how metaphors, personification, and hyperbole add meaning to the text.</li> <li>• Use details to provide a summary of the text that includes the storyline and/or theme (literary text) or central idea and/or relevant details (informational text).</li> </ul>	<p>Read a variety of texts. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how metaphors, personification, and hyperbole add meaning to the text and why the author uses these phrases.</li> <li>• Summarize a story or an informational text to include essential details (the storyline and/or theme for a literary text or the central idea and/or relevant details</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 3.R.3.1, 3.R.3.2, 3.R.3.3, 3.V.1.2, 3.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p><i>a million times? What is she really trying to say?</i></p> <ul style="list-style-type: none"> <li>• Retell a story or informational text using details.</li> <li>• Compare details about the theme or topic presented in two texts.</li> <li>• Talk about the parts of an unknown word, such as prefixes, suffixes, and common Greek and Latin root words, that may help with the meaning and talk about how using a strategy, such as context clues or background knowledge, may help determine the meaning of an unknown word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain similarities and differences between two sources on the same theme or topic.</li> <li>• Explain the parts of an unknown word, such as prefixes, suffixes, and common Greek and Latin root words, that may help with understanding what the word means or that changes the meaning of the word.</li> <li>• Explain which strategy was used, such as context clues and the use of synonyms and/or antonyms, to determine the meaning of the unknown word or phrase.</li> </ul>	<p>for an informational text) to enhance understanding.</p> <ul style="list-style-type: none"> <li>• Explain how similarities and differences between two texts contribute to an overall understanding of the same topic and theme.</li> <li>• Apply knowledge of prefixes, suffixes, common Greek and Latin root words, and the use of multiple strategies, such as context clues and the use of synonyms and/or antonyms, to determine the meaning of complex and unfamiliar words and phrases.</li> </ul>

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## Grade 4 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 4.R.1.1, 4.R.1.2, 4.R.1.3, 4.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Answer questions regarding how characters, settings, events, and/or conflict that are explicitly stated add to a story.</li> <li>Identify a stated theme (message/big idea) of a story.</li> <li>Identify the narrator and the narrator’s perspective (thoughts, feelings, or reactions about what is happening) in a story.</li> <li>Identify rhyme and structure (organization) in a poem (free verse, rhyme verse, haiku, limerick).</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how clearly stated and implied details about the characters, settings, events, and/or conflict contribute to the storyline.</li> <li>Explain a clearly stated theme and details that support the theme (message/big idea).</li> <li>Identify the narrator and the narrator’s point of view, and explain the difference between the narrator’s point of view (viewpoint) and a character’s perspective (thoughts, feelings, or reactions about what is happening).</li> <li>Explain how rhyme and structure (organization) add to the meaning of a poem (free verse, rhyme verse, haiku, limerick).</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>Explain how clearly stated and implied details about the characters, settings, events, and/or conflict contribute to the storyline.</li> <li>Explain a clearly stated and/or implied theme (message/big idea) and important details that support the theme.</li> <li>Identify the narrator’s point of view and explain the difference between the narrator’s point of view (viewpoint) and character perspective (thoughts, feelings, or reactions about what is happening).</li> <li>Explain how rhyme and structure (organization) create the meaning of a poem (free verse, rhyme verse, haiku, limerick).</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Talk about how the characters’ thoughts, feelings, and/or actions are important to the story.</li> <li>Talk about the stated theme (message/big idea) and find details from the story about the theme.</li> <li>Talk about the narrator and different characters’ thoughts, feelings, and reactions about what is happening in the story.</li> </ul>	<p>Read a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Explain how the characters’ thoughts, feelings, and/or actions impact the story.</li> <li>Explain how the settings, events, and/or conflicts add to the story.</li> <li>Use details from the story to explain how the theme (message/big idea) develops throughout the story.</li> <li>Identify the narrator’s point of view (viewpoint) and explain the difference between the narrator’s perspective</li> </ul>	<p>Read a variety of stories. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Explain how and why the characters’ thoughts, feelings, and actions impact the story.</li> <li>Use details from the story to explain a theme (message/big idea) and how it develops.</li> <li>Explain how the author uses details from the story to develop the narrator’s point of view (viewpoint) and a character’s</li> </ul>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 4.R.1.1, 4.R.1.2, 4.R.1.3, 4.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	Read different types of poems (free verse, rhyme verse, haiku, limerick) and discuss the elements of rhyme (e.g., <i>Do all of the ending words sound the same?</i> ) and structure (organization).	(thoughts, feelings, or reactions about what is happening) in the story.  Read a variety of poems (free verse, rhyme verse, haiku, limerick) and explain how rhyme and/or structure (organization) add to the meaning.	perspective (thoughts, feelings, or reactions about what is happening).  Read a variety of poems (free verse, rhyme verse, haiku, limerick) and explain how rhyme and structure (organization) add meaning to the poem and why the author uses these elements.

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 4.R.2.1, 4.R.2.2, 4.R.2.3, 4.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simple text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations add meaning to the text.</li> <li>• Identify the text structure (chronological order, comparison, cause and effect, problem/solution, sequence, and description).</li> <li>• Identify relevant details to support a clearly stated central idea (important idea).</li> <li>• Identify the author’s perspective (how an author feels about a topic).</li> <li>• Identify a clearly stated claim (major point) and evidence from the text the author uses to support the claim.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations add to the meaning of the text and identify how the text is organized (chronological order, comparison, cause and effect, problem/solution, sequence, and description).</li> <li>• Explain how important details support the clearly stated central idea (important idea).</li> <li>• Explain the author’s perspective (how an author feels about a topic).</li> <li>• Explain a clearly stated claim (major point) and how the author uses evidence from the text and/or reasons to support the claim.</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>• Explain how text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations add to the meaning of the text and explain how the text is organized (chronological order, comparison, cause and effect, problem/solution, sequence, and description).</li> <li>• Explain how important details support the clearly stated or implied central idea (important idea).</li> <li>• Explain the author’s perspective (how an author feels about a topic) towards a complex topic using evidence and inferences (conclusions drawn from what is written).</li> <li>• Explain an implied claim and how the author uses important evidence and reasons from the text to support the claim.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Talk about how text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations help them understand the text.</li> <li>• Talk about how the author uses specific words to organize the text (e.g., <i>Why did the author use the words “before” and</i></li> </ul>	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations help the reader gain greater understanding of the presented topic.</li> <li>• Identify the way the author organizes the information within the text.</li> </ul>	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Describe how text features and text structure add to the meaning of the text.</li> <li>• Explain how relevant details contribute to and support a central idea (important idea).</li> <li>• Explain the author’s perspective (how the author feels) toward a topic.</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 4.R.2.1, 4.R.2.2, 4.R.2.3, 4.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p><i>“next”? Which structure uses those words?).</i></p> <ul style="list-style-type: none"> <li>• Talk about the central idea and which details from the text helped them identify the central idea (important idea).</li> <li>• Talk about the author’s perspective toward the topic (e.g., <i>How do you know the author was trying to encourage people to use coins?</i>).</li> <li>• Talk about the author’s clearly stated claim (major point) and the evidence the author uses to support the claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a stated or implied central idea (important idea) and how relevant details support the central idea.</li> <li>• Explain the author’s explicit perspective (how the author feels) toward a topic.</li> <li>• Explain the author’s claim (major point) and the reasons and evidence the author uses to support the claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the author’s implied claim and the relevant reasons and evidence that support the claim.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 4.R.3.1, 4.R.3.2, 4.R.3.3, 4.V.1.2, 4.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simple figurative language adds to the meaning of a text.</li> <li>• Use some details to provide a simple summary of a text.</li> <li>• Identify similarities and/or differences in accounts of the same event using primary (firsthand) and/or secondary (secondhand) accounts.</li> <li>• Use word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use a simple strategy, such as context clues or background knowledge, to determine an unknown word or phrase.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how figurative language adds to the meaning of a text.</li> <li>• Summarize a story or an informational text to include important relevant details such as the central idea, theme, or storyline.</li> <li>• Compare and contrast accounts of the same event using primary (firsthand) and/or secondary (secondhand) accounts.</li> <li>• Identify and apply word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use a variety of strategies, such as context clues and the knowledge of synonyms and antonyms, to determine the meaning of an unknown word or phrase.</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>• Explain how multiple uses of figurative language adds to the meaning of a text.</li> <li>• Summarize a story or an informational text to include complex or implied relevant details (the plot and/or theme for a literary text or the central idea and/or relevant details for an informational text) to enhance understanding.</li> <li>• Compare and contrast accounts of the same event by considering the importance of the details provided in primary (firsthand) and/or secondary (secondhand) accounts.</li> <li>• Apply word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use multiple strategies, such as context clues and the knowledge of synonyms and antonyms, to determine the meaning of an unknown word or phrase.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of texts with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Talk about how figurative language such as metaphors, similes, alliteration, personification, idiom, and hyperboles add meaning to the text.</li> <li>• Create a summary using details from the text.</li> </ul>	<p>Read a variety of texts with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how figurative language such as metaphors, similes, alliteration, personification, idiom, and hyperboles add to the meaning of the text.</li> <li>• Use details to provide a summary of the text that includes the plot and/or theme</li> </ul>	<p>Read a variety of texts. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how figurative language helps the reader make assumptions about the text.</li> <li>• Explain how including concise and specific details that support the theme</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 4.R.3.1, 4.R.3.2, 4.R.3.3, 4.V.1.2, 4.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>• After reading two accounts of the same event, discuss the similarities and/or differences using primary (firsthand) and/or secondary (secondhand) sources.</li> <li>• Talk about unfamiliar words and discuss the meanings of these words using prefixes, suffixes, common Greek and Latin root words, context clues, synonyms, antonyms, and/or multiple meanings to determine the meaning of the word.</li> </ul>	<p>(literary text) or central idea and/or relevant details (informational text).</p> <ul style="list-style-type: none"> <li>• Compare and contrast two accounts of the same event using primary (firsthand) and secondary (secondhand) sources.</li> <li>• Explain the parts of an unknown word using prefixes, suffixes, and common Greek and Latin root words that may help with understanding what the word means or that changes the meaning of the word.</li> <li>• Explain strategies used to determine the meaning of unknown words or phrases.</li> </ul>	<p>and/or central idea enhances the understanding of the text.</p> <ul style="list-style-type: none"> <li>• Explain how the similarities and differences between two sources contribute to an overall understanding of the same event or topic.</li> <li>• Apply knowledge of prefixes, suffixes, common Greek and Latin root words, and the use of multiple strategies to determine the meaning of complex and unfamiliar words and phrases.</li> </ul>

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## Grade 5 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 5.R.1.1, 5.R.1.2, 5.R.1.3, 5.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how clearly stated details about the characters, settings, events, and/or conflict impact the plot (storyline).</li> <li>Identify details that help support a simple theme (message/big idea).</li> <li>Identify simple details the author uses to explain a main character's perspective (thoughts, feelings, or reactions about what is happening).</li> <li>Identify simple uses of figurative language and poetic elements (form, rhyme, meter, line breaks, and imagery) and how they work together in a poem.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how clearly stated and implied details about the characters, settings, events, and/or conflict impact the plot (storyline).</li> <li>Explain the development of a theme (message/big idea), using details about the events and characters.</li> <li>Describe how the author uses details to explain a character's perspective (thoughts, feelings, or reactions about what is happening).</li> <li>Explain how simple uses of figurative language and poetic elements (form, rhyme, meter, line breaks, and imagery) work together in a poem.</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>Analyze how the characters, settings, events, and conflict contribute to the plot (storyline).</li> <li>Explain how the clearly stated or implied theme (message/big idea) is supported throughout the plot (storyline).</li> <li>Describe how an author uses details to explain multiple characters' perspectives (thoughts, feelings, or reactions about what is happening).</li> <li>Analyze how figurative language and complex poetic elements (form, rhyme, meter, line breaks, and imagery) work together in a poem.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Talk about how the character's perspective (thoughts, feelings, and/or actions) are important to the story.</li> <li>Talk about how the settings, events, and/or conflicts are important to the story.</li> <li>Talk about the theme (message/big idea) and which details from the story helped your learner identify the theme.</li> <li>Talk about how the settings, specific events, and conflicts in the story impact the character's perspective (thoughts,</li> </ul>	<p>Read a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Explain how the character's perspective (thoughts, feelings, and/or actions) affect the plot (storyline).</li> <li>Explain how the settings, events, and/or conflicts impact the plot (storyline).</li> <li>Explain how specific characters' thoughts, feelings, and actions as well as events support the theme (message/big idea).</li> <li>Identify details in the text that explain a character's perspective (thoughts, feelings, or reactions about what is</li> </ul>	<p>Ask your learner to read a variety of stories. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Explain how and why the character's perspectives (thoughts, feelings, and/or actions) affect the plot (storyline) (e.g., <i>How might the story be different if the character acted differently?</i>).</li> <li>Explain how and why the settings, events, and/or conflicts impact the plot (storyline).</li> <li>Explain the development of complex stated or implied theme(s) (messages/big ideas) present in the story.</li> </ul>

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Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 5.R.1.1, 5.R.1.2, 5.R.1.3, 5.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
	<p>feelings, or reactions about what is happening).</p> <p>Read a variety of poems with your learner. Have your learner talk about:</p> <ul style="list-style-type: none"> <li>• How figurative language (metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom) aides in the reader’s comprehension.</li> <li>• How simple poetic elements (form, rhyme, meter, line breaks, and imagery) help the reader understand what is being described in the poem (e.g., <i>How does the structure of the second stanza contribute to the overall meaning?</i>).</li> </ul>	<p>happening) and discuss why these details are important to the story.</p> <p>Read a variety of poems. Have your learner explain:</p> <ul style="list-style-type: none"> <li>• How figurative language (metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom) aides in the reader’s comprehension.</li> <li>• How poetic elements (form, rhyme, meter, line breaks, and imagery) help the reader understand what is being described in the poem (e.g., <i>How does the structure of the second stanza contribute to the overall meaning?</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why the events in the story influence the perspective (thoughts, feelings, or reactions about what is happening) of multiple characters.</li> </ul> <p>Read a variety of poems. Have your learner analyze:</p> <ul style="list-style-type: none"> <li>• How figurative language (metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom) aides in the reader’s comprehension.</li> <li>• How poetic elements (form, rhyme, meter, line breaks, and imagery) help the reader understand what is being described in the poem (e.g., <i>How does the structure of the second stanza contribute to the overall meaning?</i>).</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 5.R.2.1, 5.R.2.2, 5.R.2.3, 5.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how a simple text structure (chronological order, comparison, cause and effect, problem/solution, sequence, and description) or simple text feature (such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations) adds to the meaning of a text.</li> <li>Identify relevant details that support a clearly stated central idea (important idea).</li> <li>Describe the author’s purpose or perspective (how an author feels about a topic).</li> <li>Track the development of a clearly stated argument.</li> <li>Identify clearly stated evidence to support a claim (major point).</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how a text structure (chronological order, comparison, cause and effect, problem/solution, sequence, and description) and/or text features (such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations) impact the overall meaning of a text.</li> <li>Explain how important details support the clearly stated central idea(s) (important ideas).</li> <li>Explain why the author wrote about the topic and/or the author’s perspective (how an author feels about a topic).</li> <li>Track the development of a simple argument.</li> <li>Identify a specific claim and the clearly stated evidence or reasons used to support the claim (major point).</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>Explain how text structure (chronological order, comparison, cause and effect, problem/solution, sequence, and description) and/or complex text features (such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations) contribute to the overall meaning of a text.</li> <li>Explain how relevant details support the clearly stated or implied central idea(s) (important ideas).</li> <li>Analyze why the author wrote about the topic and the author’s perspective (how an author feels about a topic).</li> <li>Track the development of a complex argument by identifying the claim(s) (major points), evidence, and reasoning.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Talk about how the organization of information within the text can help the reader understand the meaning of a part of the text.</li> <li>Talk about how the text features, such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations, help your learner understand the text.</li> </ul>	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Explain how the organization of information within the text helps the reader understand the overall meaning.</li> <li>Explain how the text features, such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations, help the reader understand the overall meaning of the text.</li> </ul>	<p>Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Explain how and why the author’s use of multiple text structures within the text helps the reader understand the overall meaning of the text.</li> <li>Explain how and why multiple text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations help the reader understand the overall meaning of the text.</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 5.R.2.1, 5.R.2.2, 5.R.2.3, 5.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>• Talk about the central idea (important idea) and which details from the text helped your learner identify the central idea.</li> <li>• Talk about why the author wrote about the topic and/or the author’s perspective (how an author feels about a topic).</li> <li>• Track the development of a simple argument (e.g., <i>How does the argument develop throughout the text?</i>).</li> <li>• Talk about evidence that supports an author’s specific claim (major point).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how specific details contribute and support the central idea (important idea).</li> <li>• Explain why the author wrote about the topic and/or the author’s perspective (how an author feels about a topic).</li> <li>• Track the development of a simple argument (e.g., <i>How does the argument develop throughout the text?</i>).</li> <li>• Identify a specific claim (major point) with clearly stated evidence and/or reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how complex details contribute and support the implied central idea(s) (important ideas).</li> <li>• Analyze why the author wrote about the topic and the perspective (author’s feelings) toward a topic.</li> <li>• Track the development of an argument and explain how and why the author’s use of evidence and reasoning supports the multiple claims (major point) (e.g., <i>How does the argument develop throughout the text?</i>).</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 5.R.3.1, 5.R.3.2, 5.R.3.3, 5.V.1.2, 5.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how figurative language adds to the meaning of the text(s).</li> <li>• Use some details to provide a simple summary of a text.</li> <li>• Compare and contrast simple primary (firsthand) and/or secondary (secondhand) sources related to the same topic.</li> <li>• Use word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use a simple strategy, such as context clues or background knowledge, to determine an unknown word or phrase.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how figurative language adds to the meaning of the text(s).</li> <li>• Summarize a story or an informational text to include important relevant details such as the central idea, theme, or storyline.</li> <li>• Compare and contrast information from primary (firsthand) and/or secondary (secondhand) sources related to the same topic.</li> <li>• Apply word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, and recognize the connection between affixes and parts of speech to determine the meaning of a multiple-meaning word or an unfamiliar word.</li> <li>• Use a variety of strategies, such as context clues and the use of synonyms and antonyms, to determine the meaning of an unknown word or phrase.</li> </ul>	<p>For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>• Analyze how figurative language adds to implied meaning of the text(s).</li> <li>• Summarize a story or an informational text to include complex or implied details (such as the plot and/or theme for a literary text or the central idea and/or relevant details for an informational text) to enhance understanding.</li> <li>• Compare and contrast information from primary (firsthand) and/or secondary (secondhand) sources and explain how the sources support the same topic.</li> <li>• Apply knowledge of word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, recognize the connection between affixes and parts of speech, and use multiple strategies to determine the meaning of complex and unfamiliar words and phrases.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of texts with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Talk about how figurative language adds to the meaning of a text.</li> <li>• Talk about which types of details should be included in a summary of the text.</li> <li>• Talk about the similarities and differences between two primary (firsthand) and/or secondary</li> </ul>	<p>Read a variety of texts with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Explain how figurative language helps the reader understand the text(s).</li> <li>• Use details to provide a summary of the text that includes the plot and/or theme (literary text) or central idea and/or relevant details (informational text).</li> <li>• Explain similarities and differences between two primary (firsthand) and</li> </ul>	<p>Ask your learner to read a variety of texts. For example, have your learner:</p> <ul style="list-style-type: none"> <li>• Analyze how using multiple instances of figurative language contributes to the meaning of complex text(s).</li> <li>• Explain how concise and specific details support the theme and/or central idea to enhance the understanding of the text.</li> <li>• Explain how the similarities and differences between two primary</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 5.R.3.1, 5.R.3.2, 5.R.3.3, 5.V.1.2, 5.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p>(secondhand) sources as the sources relate to the same topic.</p> <ul style="list-style-type: none"> <li>• Talk about the parts of an unknown word that may help with understanding the meaning of the word.</li> <li>• Talk about the clues in a sentence that may help figure out the meaning of an unknown word or phrase.</li> </ul>	<p>secondary (secondhand) sources as the sources relate to the same topic.</p> <ul style="list-style-type: none"> <li>• Explain the parts of an unknown word that may help with understanding what the word means, or that changes the meaning of the word, and the connection to parts of speech (e.g., <i>If the suffix makes the word into a noun, how does this help you understand what the unknown word may be?</i>).</li> <li>• Explain which strategy was used to determine the meaning of the unknown word or phrase.</li> </ul>	<p>(firsthand) and secondary (secondhand) sources contribute to an overall understanding of the same topic.</p> <ul style="list-style-type: none"> <li>• Explain the parts of an unknown word that may help with understanding what the word means, or that changes the meaning of the word, and the connection to complex parts of speech.</li> <li>• Explain how the use of multiple strategies can help determine the meaning of an unknown word or phrase.</li> </ul>

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## Grade 6 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 6.R.1.1, 6.R.1.2, 6.R.1.3, 6.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how a single interaction between characters impacts the plot (how story events develop or unfold).</li> <li>Identify basic details that contribute to a stated theme (the underlying message or big idea).</li> <li>Identify simple details that reveal a narrator change or shift in the point of view.</li> <li>Identify specific characteristics of a sonnet or villanelle when reading poetry.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how at least one specific interaction between characters advances the plot (how story events develop or unfold).</li> <li>Explain how the stated and/or implied theme (the underlying message or big idea) is developed.</li> <li>Describe the influence of multiple narrators and/or the shifts in point of view.</li> <li>Describe how a specific characteristic of a sonnet or villanelle can impact its meaning.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze multiple interactions between characters to determine their contribution to plot development (how story events develop or unfold).</li> <li>Analyze how stated and/or implied themes (the underlying messages or big ideas) are developed.</li> <li>Explain the influence of multiple narrators and/or shifts in point of view.</li> <li>Explain how the overall structure of a sonnet and/or villanelle impacts its meaning and style (the writer's techniques).</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of literary texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how one specific interaction between characters contributes to plot development (how story events develop or unfold).</li> <li>Determine the theme (the underlying message or big idea) and how it is developed.</li> <li>Describe the influence of multiple narrators and/or shifts in point of view.</li> </ul> <p>Have your learner read sonnets and villanelles and ask your learner to:</p>	<p>Have your learner read a variety of literary texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze the interaction between characters to determine their contribution to plot development (how story events develop or unfold).</li> <li>Analyze the development of both stated and implied themes (the underlying messages or big ideas).</li> <li>Explain the influence of using multiple narrators or shifts in point of view in a text.</li> </ul> <p>Have your learner read sonnets and villanelles and ask your learner to:</p>	<p>Have your learner read a variety of literary texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze multiple interactions between characters and how they contribute to plot development (how story events develop or unfold).</li> <li>Explain how both stated and implied themes (the underlying messages or big ideas) are developed.</li> <li>Explain the influence of using multiple narrators and/or subtle shifts in point of view in a text.</li> </ul> <p>Have your learner read sonnets and villanelles and ask your learner to:</p>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 6.R.1.1, 6.R.1.2, 6.R.1.3, 6.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>Describe how a specific characteristic of the poem impacts its meaning and style, using details from the poem for support.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the overall structure impacts the poem's meaning and style, using details from the poem for support.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the overall structure impacts the poem's meaning and style (the writer's techniques), using details from the poem for support.</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 6.R.2.1, 6.R.2.2, 6.R.2.3, 6.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify or explain the meaning of a simple text section or text feature.</li> <li>Explain a stated central idea and a few details of its development.</li> <li>Identify or explain the authors' purpose(s) in multiple accounts of the same event or topic.</li> <li>Track the development of a basic argument and identify at least one reason used to support the claim.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain the meaning of an individual text section or text feature.</li> <li>Explain an implied or stated central idea and its development throughout the text.</li> <li>Compare and/or contrast the authors' purposes in multiple accounts of the same event or topic.</li> <li>Track the development of an argument, identifying some of the reasoning used to support the claim.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections and/or text features work together to convey meaning.</li> <li>Analyze an implied central idea and its development throughout the text.</li> <li>Analyze the authors' purpose(s) in multiple complex accounts of the same event.</li> <li>Track the development of an argument, identifying the types of reasoning used to support the claim.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of informational texts with your learner. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain the meaning of an individual text section and/or text feature.</li> <li>Explain the central idea, explicit or implied, and its development throughout a text.</li> <li>Compare and/or contrast authors' purposes in multiple accounts of the same event or topic.</li> <li>Track the development of an argument and identify some of the reasoning used to support the claim.</li> </ul>	<p>Have your learner read a variety of informational texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections or text features convey meaning.</li> <li>Analyze how the stated or implied central idea(s) are developed and supported with details throughout the text.</li> <li>Analyze the authors' purpose(s) in multiple accounts of the same event.</li> <li>Track the development of an argument to identify the types of reasoning (deductive, inductive, or abductive) used to support the claim.</li> </ul>	<p>Have your learner read a variety of informational texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Explain how text sections and text features work together to convey meaning.</li> <li>Analyze an implied central idea(s) and its development throughout the text.</li> <li>Analyze the authors' purpose(s) in multiple complex accounts of the same topic or event.</li> <li>Track the development of a complex argument to explain the type(s) of reasoning used to support the claim.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 6.R.3.1, 6.R.3.3, 6.R.3.4, 6.V.1.2, 6.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify examples of figurative language and explain how they relate to tone (speaker’s or author’s attitude) or meaning in a text section.</li> <li>Identify or explain how authors from different time periods address the same topic.</li> <li>Identify one simple rhetorical appeal of ethos, pathos, or logos.</li> <li>Apply knowledge of common Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of basic context clues, simple figurative language, word relationships, reference materials, and/or background knowledge to determine the denotative meaning of words.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how some uses of figurative language contribute to tone (speaker’s or author’s attitude) and meaning in a text section.</li> <li>Compare or contrast how authors from different time periods address the same or related topics in specific sections of the texts.</li> <li>Identify basic uses of rhetorical appeals of ethos, pathos, and logos.</li> <li>Apply knowledge of common Greek and Latin roots and affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to tone (speaker’s or author’s attitude) and meaning in a text.</li> <li>Compare and contrast why and how authors from different time periods address the same or related topics across texts.</li> <li>Identify uses of rhetorical appeals of ethos, pathos, and logos.</li> <li>Apply knowledge of Greek and Latin roots and affixes to determine the meaning of complex words and phrases.</li> <li>Apply knowledge of complex context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain the use of figurative language and how it contributes to the tone (speaker’s or author’s attitude) and meaning in a text section.</li> <li>Compare and contrast how authors from different time periods approach the same or related topics in specific sections of the texts.</li> <li>Identify basic uses of rhetorical appeals of ethos, pathos, and logos.</li> </ul>	<p>Have your learner read a variety of texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to the tone (speaker’s or author’s attitude) and meaning of the text.</li> <li>Compare and contrast how authors from different time periods approach the same or related topics across texts.</li> <li>Identify uses of rhetorical appeals of ethos, pathos, and logos.</li> </ul>	<p>Have your learner read a variety of texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze how complex uses of figurative language contribute to tone (speaker’s or author’s attitude) and meaning in the text.</li> <li>Compare and contrast why and how authors from different time periods approach the same or related topics across texts.</li> <li>Identify complex uses of rhetorical appeals of ethos, pathos, and logos.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 6.R.3.1, 6.R.3.3, 6.R.3.4, 6.V.1.2, 6.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>Apply knowledge of common Greek and Latin roots and affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of Greek and Latin roots and affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of complex context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of Greek and Latin roots and affixes to determine the meaning of complex words and phrases.</li> <li>Apply knowledge of complex context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>

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## Grade 7 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 7.R.1.1, 7.R.1.2, 7.R.1.3, 7.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain the setting and how it influences the characters and/or plot (how story events develop or unfold).</li> <li>Identify basic details that contribute to the development of two themes (the underlying messages or big ideas).</li> <li>Identify details that reveal a shift in point of view or an unreliable narrator.</li> <li>Describe one feature of a sonnet or villanelle and how it affects meaning.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how setting influences character development and/or plot (how story events develop or unfold).</li> <li>Compare the development of two themes (the underlying messages or big ideas) throughout the text.</li> <li>Describe the influence of narrators, including unreliable narrators, and/or shifts in point of view.</li> <li>Explain how the form of a sonnet or villanelle affects meaning and style (the writer's techniques).</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how the setting impacts complex character development and plot (how story events develop or unfold).</li> <li>Compare the development of two or more complex themes (the underlying messages or big ideas).</li> <li>Explain the influence of narrators, including unreliable narrators, and/or shifts in point of view.</li> <li>Analyze the impact of sonnets and villanelles on meaning and style (the writer's techniques).</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of literary texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how setting influences character development and/or plot (how story events develop or unfold).</li> <li>Compare the development of two themes (the underlying messages or big ideas) throughout the text.</li> <li>Describe the influence of narrators, including unreliable narrators, and/or shifts in point of view in a text.</li> </ul> <p>Have your learner read sonnets and villanelles and ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain how the form of the poem affects meaning and style.</li> </ul>	<p>Have your learner read a variety of literary texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze the impact of setting on complex character development and plot (how story events develop or unfold).</li> <li>Compare two or more complex themes (the underlying messages or big ideas) and their development.</li> <li>Explain the influence of narrators, including unreliable narrators, and/or shifts in point of view.</li> </ul> <p>Have your learner read sonnets and villanelles and ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze the impact of various poetic forms on meaning and style (the writer's techniques).</li> </ul>	<p>Have your learner read a variety of literary texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze the influence of setting on complex character development and plot (how story events develop or unfold).</li> <li>Compare in detail how two or more complex themes (the underlying messages or big ideas) are developed.</li> <li>Analyze the influence of narrators, including unreliable narrators, and/or shifts in point of view.</li> </ul> <p>Have your learner read sonnets and villanelles and ask your learner to thoroughly:</p>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 7.R.1.1, 7.R.1.2, 7.R.1.3, 7.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
			<ul style="list-style-type: none"> <li>Analyze the impact of various poetic forms on meaning and style (the writer's techniques).</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 7.R.2.1, 7.R.2.2, 7.R.2.3, 7.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify or explain the purpose of a specific text section or text feature.</li> <li>Explain an explicit central idea and identify details that support its development.</li> <li>Identify examples of an author’s use of diction and syntax to establish a purpose.</li> <li>Track the development of a simple argument, identifying at least one type of logical reasoning and/or logical fallacy (false) used to support the claim.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain the purpose of a text section or text feature.</li> <li>Compare two central ideas and their development.</li> <li>Describe how an author uses diction and syntax to establish and/or achieve purpose.</li> <li>Track the development of an argument, explaining types of logical reasoning and/or logical fallacies (false) used to support the claim.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections and/or text features convey a purpose.</li> <li>Compare two or more central ideas and their development.</li> <li>Explain how an author uses diction and syntax to establish and achieve purpose.</li> <li>Track the development of an argument, analyzing the types of logical reasoning and/or logical fallacies (false) used to support the claim.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of informational texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain the purpose of an individual text section or text feature.</li> <li>Compare two central ideas and their development.</li> <li>Describe how an author uses diction and/or syntax to establish and/or achieve purpose.</li> <li>Track the development of an argument by explaining types of logical reasoning and/or logical fallacies (false) used to support the claim.</li> </ul>	<p>Have your learner read a variety of informational texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections and/or text features convey a purpose.</li> <li>Compare two or more central ideas and their development.</li> <li>Explain how an author uses diction and syntax to establish and achieve purpose.</li> <li>Track the development of an argument, analyzing the types of logical reasoning and/or logical fallacies (false) used to support the claim.</li> </ul>	<p>Have your learner read a variety of informational texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections and/or text features convey a purpose.</li> <li>Compare two or more complex central ideas and their development.</li> <li>Explain how an author uses complex diction and syntax to establish and achieve purpose.</li> <li>Track the development of a complex argument by analyzing types of logical reasoning or logical fallacies (false) used to support the claim.</li> </ul>

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Reading Across Genres and Vocabulary			
See Benchmarks for Excellent Student Thinking 7.R.3.1, 7.R.3.3, 7.R.3.4, 7.V.1.2, 7.V.1.3			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify and explain how figurative language contributes to tone (speaker’s or author’s attitude) or meaning and identify one example of allusion.</li> <li>Identify and explain how authors with differing perspectives address the same topic or theme.</li> <li>Identify examples of rhetorical devices, including figurative language, explicit uses of irony, and/or rhetorical questioning.</li> <li>Apply knowledge of basic Greek and Latin roots and/or affixes to determine the meaning of simple words.</li> <li>Apply knowledge of basic context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to tone (speaker’s or author’s attitude) or meaning and identify examples of allusion.</li> <li>Compare or contrast how authors with differing perspectives address the same or related topic or theme.</li> <li>Explain the meaning or significance of rhetorical devices, including figurative language, uses of irony, and/or rhetorical questioning.</li> <li>Apply knowledge of Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to tone (speaker’s or author’s attitude) or meaning and explain examples of allusions.</li> <li>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</li> <li>Explain the meaning and/or significance of rhetorical devices, including figurative language, irony, and/or rhetorical questioning.</li> <li>Apply knowledge of Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to tone (speaker’s or author’s attitude) or meaning and identify examples of allusions.</li> <li>Compare or contrast how authors with different perspectives address the same topic or theme.</li> <li>Explain the meaning or significance of rhetorical devices, including figurative</li> </ul>	<p>Have your learner read a variety of texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to tone (speaker’s or author’s attitude) or meaning and explain examples of allusions.</li> <li>Compare and contrast how authors with different perspectives address the same or related topics or themes.</li> <li>Explain the meaning and/or significance of rhetorical devices, including figurative</li> </ul>	<p>Have your learner read a variety of texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze how complex uses of figurative language contribute to tone (speaker’s or author’s attitude) and meaning and explain reasons for allusions.</li> <li>Compare and contrast how authors with different perspectives address the same or related topics or themes, including reasons for differences and similarities.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 7.R.3.1, 7.R.3.3, 7.R.3.4, 7.V.1.2, 7.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p>language, uses of irony, and/or rhetorical questioning.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>• Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<p>language, irony, and/or rhetorical questioning.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>• Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning and/or significance of complex rhetorical devices, including figurative language, irony, and/or rhetorical questioning.</li> <li>• Apply knowledge of complex Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>• Apply knowledge of complex context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>

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## Grade 8 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 8.R.1.1, 8.R.1.2, 8.R.1.3, 8.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify and/or explain simple interactions between character development, setting, and plot (how story events develop and unfold).</li> <li>Describe the development of themes (the underlying messages or big ideas) throughout the text.</li> <li>Describe how an author explicitly states and individualizes the perspective of one or more characters.</li> <li>Identify simple structure, sound, imagery, and/or figurative language in poetry.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze straightforward interactions between character development, setting, and plot (how story events develop and unfold).</li> <li>Explain two or more themes (the underlying messages or big ideas) and their development throughout the text.</li> <li>Explain how an author develops and/or individualizes perspectives of different characters.</li> <li>Explain structure, sound, imagery, and/or figurative language in poetry.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze the interaction between character development, setting, and plot (how story events develop and unfold).</li> <li>Analyze two or more themes (the underlying messages or big ideas) and their development throughout the text.</li> <li>Analyze how an author develops and individualizes the perspectives of different characters.</li> <li>Analyze structure, sound, imagery, and/or figurative language in poetry.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of literary texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze the straightforward interactions between character development, setting, and plot (how story events develop and unfold).</li> <li>Explain two or more themes (the underlying messages or big ideas) and their development throughout the text.</li> <li>Explain how an author develops and/or individualizes perspectives of different characters.</li> </ul> <p>Have your learner read a variety of poems and ask your learner to:</p>	<p>Have your learner read a variety of literary texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze the interaction between character development, setting, and plot (how story events develop and unfold).</li> <li>Analyze two or more themes (the underlying messages or big ideas) and their development throughout the text.</li> <li>Analyze how an author develops and individualizes perspectives of different characters.</li> </ul> <p>Have your learner read a variety of poems and ask your learner to:</p>	<p>Have your learner read a variety of complex literary texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze the complex interactions between character development, setting, and plot (how story events develop and unfold).</li> <li>Analyze two or more abstract themes (the underlying messages or big ideas) and detail their development throughout the text.</li> <li>Analyze how an author develops and/or individualizes complex perspectives of different characters.</li> </ul>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 8.R.1.1, 8.R.1.2, 8.R.1.3, 8.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>Explain structure, sound, imagery, and/or figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze structure, sound, imagery, and/or figurative language.</li> </ul>	<p>Have your learner read a variety of poems and ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze complex structure, sound, imagery, and/or figurative language.</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 8.R.2.1, 8.R.2.2, 8.R.2.3, 8.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify how individual text sections and/or text features convey a simplistic purpose and/or meaning in a text.</li> <li>Explain two explicit central ideas and their development in a text.</li> <li>Identify or explain how an author establishes and achieves stated purpose(s) through straightforward rhetorical appeals and/or figurative language.</li> <li>Track the development of a simple argument, explaining the reasoning used and its effectiveness as well as identifying where the argument could be improved.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections and/or text features convey a straightforward purpose and/or meaning in a text.</li> <li>Explain two central ideas and their development throughout the text.</li> <li>Explain how an author establishes and achieves explicit purpose(s) through rhetorical appeals and/or figurative language.</li> <li>Track the development of a straightforward argument, analyzing the reasoning used and its effectiveness as well as identifying ways in which the argument could be improved.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how individual sections of text and/or text features convey a purpose and/or meaning in a text.</li> <li>Analyze two or more central ideas and their development throughout the text.</li> <li>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</li> <li>Track the development of an argument, analyzing the types of reasoning used and their effectiveness as well as identifying ways in which the argument could be improved.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of informational texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Explain how individual text sections and/or text features convey straightforward purpose and/or meaning in a text.</li> <li>Explain two central ideas and their development throughout the text.</li> <li>Explain how an author establishes and achieves explicit purpose(s) through rhetorical appeals and/or figurative language.</li> <li>Track the development of a straightforward argument, analyzing the reasoning used and its effectiveness as</li> </ul>	<p>Have your learner read a variety of informational texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how individual text sections and/or text features convey purpose and/or meaning in a text.</li> <li>Analyze two or more central ideas and their development throughout the text.</li> <li>Explain how an author establishes and achieves purpose through rhetorical appeals and/or figurative language.</li> <li>Track the development of an argument in the text, analyzing the types of reasoning used and their effectiveness, and identify ways in which the argument could be improved.</li> </ul>	<p>Have your learner read a variety of informational texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze how complex individual text sections and/or text features convey a layered purpose and/or meaning in a text.</li> <li>Analyze two or more complex central ideas and their development throughout the text.</li> <li>Explain how an author establishes and achieves implicit purpose(s) through complex rhetorical appeals and/or figurative language.</li> <li>Track the development of layered arguments in the text, analyzing the types of complex reasoning used and their</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 8.R.2.1, 8.R.2.2, 8.R.2.3, 8.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	well as identifying ways in which the argument could be improved.		effectiveness, and identify ways in which the argument could be improved.

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 8.R.3.1, 8.R.3.3, 8.R.3.4, 8.V.1.2, 8.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Identify or explain how figurative language relates to meaning and identify examples of symbolism.</li> <li>Identify or describe the characteristics of simple archetypes.</li> <li>Describe how an author uses simple rhetorical devices to support an appeal (logos, ethos, pathos).</li> <li>Apply knowledge of basic Greek and Latin roots and/or affixes to determine the meaning of simple words and phrases.</li> <li>Apply knowledge of basic context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to meaning and describe examples of symbolism.</li> <li>Compare and contrast the use or discussion of simple archetypes.</li> <li>Explain how an author uses simple rhetorical devices to support or advance an appeal (logos, ethos, pathos).</li> <li>Apply knowledge of Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to meaning and explain examples of symbolism.</li> <li>Compare and contrast the use or discussion of archetypes.</li> <li>Explain how an author uses rhetorical devices to support or advance an appeal (logos, ethos, pathos).</li> <li>Apply knowledge of complex Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of complex context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Have your learner read a variety of texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to tone or meaning and describe examples of symbolism.</li> <li>Compare and contrast simple archetypes within the text.</li> <li>Explain how an author uses simple rhetorical devices to support or advance an appeal (logos, ethos, pathos).</li> <li>Apply knowledge of basic Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> </ul>	<p>Have your learner read a variety of texts. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language contributes to the meaning of the text and describe examples of symbolism.</li> <li>Compare and contrast the use or discussion of simple archetypes within the text.</li> <li>Explain how an author uses simple rhetorical devices to support or advance an appeal (logos, ethos, pathos).</li> </ul>	<p>Have your learner read a variety of texts. For example, ask your learner to thoroughly:</p> <ul style="list-style-type: none"> <li>Analyze how complex uses of figurative language contribute to the meaning of the text and explain examples of symbolism.</li> <li>Compare and contrast the use or discussion of complex archetypes in the text.</li> <li>Explain how an author uses complex rhetorical devices to support or advance an appeal (logos, ethos, pathos).</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 8.R.3.1, 8.R.3.3, 8.R.3.4, 8.V.1.2, 8.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>Apply knowledge of basic context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of complex Greek and Latin roots and/or affixes to determine the meaning of words and phrases.</li> <li>Apply knowledge of complex context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases.</li> </ul>

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## Grade 9 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 9.R.1.1, 9.R.1.2, 9.R.1.3, 9.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Describe how simple key elements enhance or add meaning and/or style in a literary text focusing on tone, mood, and purpose.</li> <li>Identify simple stated universal themes and their development throughout a text.</li> <li>Explain a narrator’s perspective.</li> <li>Explain how an author creates basic irony or satire in a literary text.</li> <li>Describe the basic characters, structure, and stated themes in an epic poem.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how simple key elements enhance or add meaning and/or style in a literary text focusing on tone, mood, and purpose.</li> <li>Analyze simple universal themes and their development throughout a text.</li> <li>Analyze a narrator’s basic perspective.</li> <li>Explain how an author creates basic irony or satire in a literary text.</li> <li>Explain the characters, structure, and stated themes in an epic poem.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how key elements enhance or add meaning and/or style in a literary text focusing on tone, mood, and purpose.</li> <li>Analyze universal themes and their development throughout a text.</li> <li>Analyze a narrator’s perspective.</li> <li>Explain how an author creates complex irony or satire in a literary text.</li> <li>Analyze complex characters, structure, and themes in an epic poem.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read literary texts, including epic poetry. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>Key elements and how they enhance meaning. <ul style="list-style-type: none"> <li>What is the mood of the text? Are there different moods and how do you know?</li> <li>What is the tone of the text? Are there different tones and how do you know?</li> <li>What is the author’s purpose for writing this text? Help find evidence to support that purpose.</li> </ul> </li> <li>What is a universal theme in the text? Help find evidence to support that message.</li> <li>Who is the narrator of the text and what is their perspective?</li> </ul>	<p>Read literary texts, including epic poetry. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>Key elements and how they enhance meaning. <ul style="list-style-type: none"> <li>What is the mood of the text? Does it change? Where and how do you know?</li> <li>What is the tone of the text? Does it change? Where and how do you know?</li> <li>What is the author’s purpose for writing this text? Find evidence to support that purpose.</li> </ul> </li> <li>What is a universal theme in the text? What evidence supports that message?</li> <li>Who is the narrator of the text and what is their perspective?</li> </ul>	<p>Read literary texts, including epic poetry. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>Key elements and how they enhance meaning. <ul style="list-style-type: none"> <li>What is the mood of the text? How does it change? Where and how do you know?</li> <li>What is the tone of the text? How does it change? Where and how do you know?</li> <li>What is the author’s purpose for writing this text? Find evidence to support that purpose.</li> </ul> </li> <li>What are the universal themes in the text? What evidence supports those messages?</li> <li>Who is the narrator of the text and what is their perspective?</li> </ul>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 9.R.1.1, 9.R.1.2, 9.R.1.3, 9.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>• A song and read the lyrics together. Identify the message conveyed by the author.</li> </ul>	<ul style="list-style-type: none"> <li>• A song and read the lyrics together. Compare the literal message to the figurative message.</li> </ul>	<ul style="list-style-type: none"> <li>• Research to find a text that contains clear irony or satire for your learner to read. Ask your learner to describe how different moments created irony or satire.</li> <li>• A song or poem using figurative language. Discuss the meaning behind the figurative language used.</li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 9.R.2.1, 9.R.2.2, 9.R.2.3, 9.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simple text structures and/or text features convey purpose and meaning in informational texts.</li> <li>• Explain the support an author is using to develop a central idea.</li> <li>• Explain how an author achieves a straightforward purpose through a rhetorical appeal (ethos, pathos, logos) or figurative language.</li> <li>• Explain some elements of opposing arguments and describe the validity of simple claims.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how basic text structures and/or text features convey purpose and meaning in informational texts.</li> <li>• Analyze the support an author is using to develop a central idea.</li> <li>• Explain how an author achieves a straightforward purpose through rhetorical appeals (ethos, pathos, logos) or figurative language.</li> <li>• Explain the development of opposing arguments and describe the effectiveness and validity of simple claims.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how multiple text structures and/or text features convey purpose and meaning in informational texts.</li> <li>• Evaluate the support an author is using to develop a complex central idea.</li> <li>• Analyze how an author achieves a complex purpose through multiple types of rhetorical appeals (ethos, pathos, logos) or figurative language.</li> <li>• Compare the development of two opposing arguments and evaluate the effectiveness and validity of claims.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read informational texts. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• Text structures, rhetorical appeals (ethos, pathos, logos), and figurative language with examples and practice identifying examples while reading.</li> <li>• How text features convey meaning and explain how the central idea(s) is developed in articles, advertisements, pictures, movies, or television shows.</li> <li>• Two opposing arguments on the same topic. This can be done with a t-chart graphic organizer. <ul style="list-style-type: none"> <li>○ Record the claims being made in each text and what evidence the authors use to support their claims.</li> </ul> </li> </ul>	<p>Read informational texts. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• How different parts of a text are used for different purposes. Identify the overall purpose for the writing, as well as what text structures, rhetorical appeals (ethos, pathos, logos), and figurative language are included in the text.</li> <li>• How text features convey meaning and analyze how the central idea(s) is developed in articles, advertisements, pictures, movies, or television shows.</li> <li>• Two opposing arguments on the same topic. This can be done by creating a table comparing both arguments. <ul style="list-style-type: none"> <li>○ Record the claims being made in each text.</li> </ul> </li> </ul>	<p>Read informational texts. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• Speeches, essays, letters, court opinions, or any current event media and analyze: <ul style="list-style-type: none"> <li>○ How different parts of the text are used for different purposes.</li> <li>○ How text features convey meaning and how the central idea is developed.</li> </ul> </li> <li>• How the author incorporates multiple rhetorical appeals (ethos, pathos, logos) and rhetorical devices, appropriate text structures, and figurative language in the text.</li> <li>• Two complex opposing arguments on the same topic. This can be done by creating a table comparing both arguments. <ul style="list-style-type: none"> <li>○ Record the claims being made in each text.</li> </ul> </li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 9.R.2.1, 9.R.2.2, 9.R.2.3, 9.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
		<ul style="list-style-type: none"> <li>○ Identify which claims are supported with evidence and which are not supported.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify which claims are supported with evidence and which are not supported.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 9.R.3.1, 9.R.3.3, 9.R.3.4, 9.V.1.2, 9.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Describe how simplistic use of figurative language relates to a stated mood in a text.</li> <li>• Compare or contrast ways authors have adapted mythical, classical, or religious texts.</li> <li>• Describe an author’s use of simple rhetoric, including appeals, devices, and figurative language.</li> <li>• Determine the meaning of simple words and phrases by applying knowledge of:               <ul style="list-style-type: none"> <li>○ Basic context clues, figurative language, word relationships, reference materials, background knowledge, etymology, and/or derivations.</li> </ul> </li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simplistic use of figurative language is related to mood in a text.</li> <li>• Compare and contrast ways authors have adapted mythical, classical, or religious texts.</li> <li>• Explain an author’s use of simple rhetoric, including appeals, devices, and figurative language.</li> <li>• Determine the meaning of words and phrases by applying knowledge of:               <ul style="list-style-type: none"> <li>○ Context clues, figurative language, word relationships, reference materials, background knowledge, etymology, and/or derivations.</li> </ul> </li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how complex uses of figurative language create mood in a text.</li> <li>• Compare and contrast ways authors have adapted mythical, classical, or religious texts.</li> <li>• Explain an author’s use of complex rhetoric, including appeals, devices, and figurative language.</li> <li>• Determine the meaning of complex words and phrases by applying knowledge of:               <ul style="list-style-type: none"> <li>○ Context clues, figurative language, word relationships, reference materials, background knowledge, etymology, and/or derivations.</li> </ul> </li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of text types. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>• While reading a literary or informational text, look for examples of:               <ul style="list-style-type: none"> <li>○ Figurative language that establishes mood, rhetorical devices, and rhetorical appeals,</li> <li>○ Common word roots.</li> </ul> </li> <li>• Watch a movie that has been adapted from a literary text. Discuss a related text or article about the similarities and differences between the adaption and the original text.</li> <li>• Review song lyrics from various genres to identify and describe the mood created</li> </ul>	<p>Read a variety of text types. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>• While reading a literary or informational text, look for examples of:               <ul style="list-style-type: none"> <li>○ Figurative language that establishes mood, rhetorical devices, and rhetorical appeals,</li> <li>○ Common word roots.</li> </ul> </li> <li>• Watch a movie that has been adapted from a literary text. Discuss a related text or article about the similarities and differences between the adaption and the original text.</li> <li>• Review song lyrics from various genres to identify and describe the mood created</li> </ul>	<p>Read a variety of text types. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>• While reading a literary or informational text, look for examples of:               <ul style="list-style-type: none"> <li>○ Figurative language that establishes mood, rhetorical devices, and rhetorical appeals,</li> <li>○ Common word roots.</li> </ul> </li> <li>• Watch a movie that has been adapted from a literary text. Discuss a related text or article about the similarities and differences between the adaption and the original text.</li> <li>• Review song lyrics from various genres to identify and describe the mood created</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 9.R.3.1, 9.R.3.3, 9.R.3.4, 9.V.1.2, 9.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p>through rhetorical devices and rhetorical appeals.</p> <ul style="list-style-type: none"> <li>Choose an informational text and identify the rhetoric. Use a different color to highlight each type of rhetorical appeal. Discuss which rhetorical appeal is used more often and why it is appropriate for the audience.</li> <li>Identify and define unknown words when reading a text.</li> <li>Create a matching game using common root words and their meanings.</li> </ul>	<p>through rhetorical devices and rhetorical appeals.</p> <ul style="list-style-type: none"> <li>Choose an informational text and identify the rhetoric. Use a different color to highlight each type of rhetorical appeal. Discuss which rhetorical appeal is used more often and why it is appropriate for the audience.</li> <li>Identify and define unknown words when reading a text.</li> </ul>	<p>through rhetorical devices and rhetorical appeals.</p> <ul style="list-style-type: none"> <li>Choose an informational text and identify the rhetoric. Use a different color to highlight each type of rhetorical appeal. Discuss which rhetorical appeal is used more often and why it is appropriate for the audience.</li> <li>Identify and define unknown words when reading a text.</li> </ul>

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## Grade 10 ELA Reporting Category Statements

Reading Prose and Poetry			
See Benchmarks for Excellent Student Thinking 10.R.1.1, 10.R.1.2, 10.R.1.3, 10.R.1.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simple key elements add to the tone, mood, or purpose of a text.</li> <li>• Explain and compare simple stated universal themes and their development.</li> <li>• Explain coming of age experiences and how the author presents straightforward conflicting perspectives.</li> <li>• Explain how authors create simple layers of meaning in poetry.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how simple key elements add to the tone, mood, or purpose of a text.</li> <li>• Analyze and compare stated universal themes and their development.</li> <li>• Analyze coming of age experiences and how the author presents straightforward conflicting perspectives.</li> <li>• Analyze how authors create layers of meaning in poetry.</li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how key elements add to the tone, mood, or purpose of challenging text.</li> <li>• Analyze and compare universal themes and their development.</li> <li>• Analyze coming of age experiences and how the author presents conflicting perspectives.</li> <li>• Analyze how authors create multiple layers of meaning in poetry.</li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read literary works, including poetry. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• Key elements and how they enhance meaning. <ul style="list-style-type: none"> <li>○ What is the mood of the text? Are there different moods and how do you know?</li> <li>○ What is the tone of the text? Are there different tones and how do you know?</li> <li>○ What is the author’s purpose for writing this text? Help find evidence to support that purpose.</li> </ul> </li> <li>• What is a universal theme in the text? Help find evidence to support that message.</li> <li>• Literary texts that reflect coming of age experiences and how the author</li> </ul>	<p>Read literary works, including poetry. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• Key elements and how they enhance meaning. <ul style="list-style-type: none"> <li>○ What is the mood of the text? Does it change? Where and how do you know?</li> <li>○ What is the tone of the text? Does it change? Where and how do you know?</li> <li>○ What is the author’s purpose for writing this text? Find evidence to support that purpose.</li> </ul> </li> <li>• What are universal themes in the text? What evidence supports those messages?</li> <li>• Literary texts that reflect coming of age experiences and how the author represents conflicting character perspectives.</li> </ul>	<p>Read literary works, including poetry. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• Key elements and how they enhance meaning. <ul style="list-style-type: none"> <li>○ What is the mood of the text? How does it change? Where and how do you know?</li> <li>○ What is the tone of the text? How does it change? Where and how do you know?</li> <li>○ What is the author’s purpose for writing this text? Find evidence to support that purpose.</li> </ul> </li> <li>• What are universal themes in the text? What evidence supports those messages?</li> <li>• Literary texts that reflect coming of age experiences and how the author represents complex conflicting character perspectives.</li> </ul>

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<b>Reading Prose and Poetry</b>			
See Benchmarks for Excellent Student Thinking 10.R.1.1, 10.R.1.2, 10.R.1.3, 10.R.1.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p>represents conflicting character perspectives.</p> <ul style="list-style-type: none"> <li>• A song and read the lyrics together. Compare the literal message to the figurative message.</li> <li>• A variety of poems. Review the ways the author creates mood, tone, and potential multiple meanings in each poem.</li> </ul>	<ul style="list-style-type: none"> <li>• A song and read the lyrics together. Compare the literal message to the figurative message.</li> <li>• A variety of poems. Review the ways the author creates mood, tone, and potential multiple meanings in each poem.</li> </ul>	<ul style="list-style-type: none"> <li>• A song or poem with figurative language created by your learner. Analyze the meaning behind the figurative language used.</li> <li>• A poem that does not have a clear message or resolution. Review the ways the author creates mood, tone, and potential multiple meanings in each poem.</li> </ul>

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Reading Informational Text			
See Benchmarks for Excellent Student Thinking 10.R.2.1, 10.R.2.2, 10.R.2.3, 10.R.2.4			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain simple text structures and basic text features in informational text.</li> <li>• Explain clearly stated central idea(s) and the author’s choices in establishing and achieving straightforward purpose(s) in historical American speeches and essays.</li> <li>• Compare the general development of two simply stated opposing arguments on the same topic and: <ul style="list-style-type: none"> <li>○ Determine the effectiveness and validity of the claims made.</li> <li>○ Explain how the authors use the same information to achieve different ends.</li> </ul> </li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the impact of multiple straightforward text structures and text features in informational text.</li> <li>• Analyze clearly stated central idea(s) and the author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</li> <li>• Compare the development of two simply stated opposing arguments on the same topic and: <ul style="list-style-type: none"> <li>○ Explain the effectiveness and validity of the claims made.</li> <li>○ Analyze how the authors use the same information to achieve different ends.</li> </ul> </li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the impact of multiple complex text structures and text features in informational text.</li> <li>• Analyze complex central idea(s) and the author’s choices in establishing and achieving purpose(s) in challenging historical American speeches and essays.</li> <li>• Compare the development of two opposing arguments on the same topic and: <ul style="list-style-type: none"> <li>○ Evaluate the effectiveness and validity of the claims made.</li> <li>○ Analyze how the authors use the same information to achieve different ends.</li> </ul> </li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read different informational texts, focusing on writing by notable American authors. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• Text structures, rhetorical appeals (ethos, pathos, logos), and figurative language and practice identifying examples while reading.</li> <li>• The impact of how text features convey meaning and explain how the central idea(s) is developed in speeches, essays, letters, or court opinions.</li> <li>• Two opposing arguments on the same topic. This can be done with a t-chart graphic organizer.</li> </ul>	<p>Read different informational texts, focusing on writing by notable American authors. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• How different parts of a text are used for different purposes. Identify the overall purpose for the writing, as well as what text structures, rhetorical appeals (ethos, pathos, logos), and figurative language are included in the text.</li> <li>• The impact of how text features convey meaning and analyze how the central idea(s) is developed in speeches, essays, letters, or court opinions.</li> <li>• Two opposing arguments on the same topic. This can be done by creating a table comparing both arguments.</li> </ul>	<p>Read different informational texts, focusing on writing by notable American authors. For example, discuss with your learner:</p> <ul style="list-style-type: none"> <li>• The impact of how text features convey meaning and analyze how the central idea(s) is developed in speeches, essays, letters, court opinions, or any current event media.</li> <li>• Two complex opposing arguments on the same topic. This can be done by creating a table comparing both arguments. <ul style="list-style-type: none"> <li>○ Record the claims being made in each text.</li> <li>○ Identify which claims are supported with evidence and which are not supported.</li> </ul> </li> </ul>

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<b>Reading Informational Text</b>			
See Benchmarks for Excellent Student Thinking 10.R.2.1, 10.R.2.2, 10.R.2.3, 10.R.2.4			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<ul style="list-style-type: none"> <li>○ Record the claims being made in each text and what evidence the authors use to support their claims.</li> </ul>	<ul style="list-style-type: none"> <li>○ Record the claims being made in each text.</li> <li>○ Identify which claims are supported with evidence and which are not supported.</li> <li>○ Explain the effectiveness of the claims made.</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluate the effectiveness and validity of the claims made.</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 10.R.3.1, 10.R.3.3, 10.R.3.4, 10.V.1.2, 10.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
<b>What These Results Mean</b>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Explain how simplistic use of figurative language is related to mood in a text.</li> <li>• Explain how authors have adapted mythical, classical, or religious texts.</li> <li>• Explain an author’s use of simple rhetoric, including appeals, devices, and figurative language.</li> <li>• Determine the meaning of words and phrases by applying knowledge of:               <ul style="list-style-type: none"> <li>○ Context clues, figurative language, word relationships, reference materials, background knowledge, etymology, and/or derivations.</li> </ul> </li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how simplistic use of figurative language creates mood.</li> <li>• Analyze how authors have adapted mythical, classical, or religious texts.</li> <li>• Analyze an author’s use of simple rhetoric, including appeals, devices, and figurative language.</li> <li>• Determine the meaning of words and phrases by applying knowledge of:               <ul style="list-style-type: none"> <li>○ Context clues, figurative language, word relationships, reference materials, background knowledge, etymology, and/or derivations.</li> </ul> </li> </ul>	<p>For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how complex uses of figurative language create mood.</li> <li>• Analyze how authors have adapted complex elements of mythical, classical, or religious texts.</li> <li>• Analyze an author’s use of complex rhetoric, including appeals, devices, and figurative language.</li> <li>• Determine the meaning of words and phrases by applying knowledge of:               <ul style="list-style-type: none"> <li>○ Context clues, figurative language, word relationships, reference materials, background knowledge, etymology, and/or derivations in challenging texts.</li> </ul> </li> </ul>
<b>Next Steps</b> (Ask follow-up questions such as <i>How do you know? Where did you find it?</i> , etc.)	<p>Read a variety of text types. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>• While reading a literary or informational text, look for examples of:               <ul style="list-style-type: none"> <li>○ Figurative language that establishes mood, rhetorical devices, and rhetorical appeals,</li> <li>○ Common word roots.</li> </ul> </li> <li>• Watch a movie that has been adapted from a literary text. Discuss a related text or article about the similarities and differences between the adaption and the original text.</li> <li>• Review song lyrics from various genres to identify and describe the mood created</li> </ul>	<p>Read a variety of text types. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>• While reading a literary or informational text, look for examples of:               <ul style="list-style-type: none"> <li>○ Figurative language that establishes mood, rhetorical devices, and rhetorical appeals,</li> <li>○ Common word roots.</li> </ul> </li> <li>• Watch a movie that has been adapted from a literary text. Discuss a related text or article about the similarities and differences between the adaption and the original text.</li> <li>• Review song lyrics from various genres to identify and describe the mood created</li> </ul>	<p>Read a variety of text types. For example, ask your learner to:</p> <ul style="list-style-type: none"> <li>• While reading a literary or informational text, look for examples of:               <ul style="list-style-type: none"> <li>○ Figurative language that establishes mood, rhetorical devices, and rhetorical appeals,</li> <li>○ Common word roots.</li> </ul> </li> <li>• Watch a movie that has been adapted from a literary text. Discuss a related text or article about the similarities and differences between the adaption and the original text.</li> <li>• Review song lyrics from various genres to identify and describe the mood created</li> </ul>

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<b>Reading Across Genres and Vocabulary</b>			
See Benchmarks for Excellent Student Thinking 10.R.3.1, 10.R.3.3, 10.R.3.4, 10.V.1.2, 10.V.1.3			
<b>Indicator</b>	<b>Below Expectations</b>	<b>At/Near Expectations</b>	<b>Above Expectations</b>
	<p>through rhetorical devices and rhetorical appeals.</p> <ul style="list-style-type: none"> <li>Choose an informational text and identify the rhetoric. Use a different color to highlight each type of rhetorical appeal. Discuss which rhetorical appeal is used more often and why it is appropriate for the audience.</li> <li>Identify and define unknown words when reading a text.</li> </ul>	<p>through rhetorical devices and rhetorical appeals.</p> <ul style="list-style-type: none"> <li>Choose an informational text and identify the rhetoric. Use a different color to highlight each type of rhetorical appeal. Discuss which rhetorical appeal is used more often and why it is appropriate for the audience.</li> <li>Identify and define unknown words when reading a text.</li> </ul>	<p>through rhetorical devices and rhetorical appeals.</p> <ul style="list-style-type: none"> <li>Choose an informational text and identify the rhetoric. Use a different color to highlight each type of rhetorical appeal. Discuss which rhetorical appeal is used more often and why it is appropriate for the audience.</li> <li>Identify and define unknown words when reading a text.</li> </ul>

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