



## Language Arts: Reader's Craft: Informational Text

**Competency:** Students will be able to read and critically view a variety of text types in order to learn new information and to better understand themselves, others, and the world in which they live.

### Grade Level Competency: Kindergarten

With prompting and support, readers will be able to comprehend and respond to literary elements with literal and inferential textual evidence.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can ask and answer questions related to the text.	I can ask and answer questions.	I can ask a question.
		I can determine the main topic of a multiparagraph text.	I can determine the main topic of a text.	I can share a detail from a text.
		I can identify the key details that support the main idea.	I can identify details in the text.	
<b>Evaluate</b>		I can describe the author's main purpose for writing a text.	I can describe important pictures and/or words in a text to help me understand the author's main purpose.	I can share an idea the author has.
<b>Author's Craft: Structure and Language</b>		I can locate relevant information using text features.	I can identify and explain the effects of text features and structures.	I can identify the front cover, back cover, title page, and illustrations of a text.

### MDE grade level benchmarks embedded explicitly in the rubric

#### Kindergarten

- 0.2.1.1 With prompting and support, ask and answer questions about key details in a text.
- 0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.



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Grade Level Competency: Grades 1-2				
Readers will be able to comprehend and respond to literary elements with literal and inferential textual evidence using texts at the high end of the grades 1-2 complexity band.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can ask and answer questions related to the text.  I can determine the main topic of a multiparagraph text.  I can identify the key details that support the main idea <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can ask and answer questions.  I can determine the main topic of a text.  I can identify details in the text.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can ask a question.  I can share a detail from a text.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
		I can describe the author's main purpose for writing a text.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can describe important pictures and/or words in a text to help me understand the author's main purpose.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can share an idea the author has.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
		I can locate relevant information using text features.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify and explain the effects of text features and structures.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify the front cover, back cover, title page, and illustrations of a text.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Evaluate</b>				
<b>Author's Craft: Structure and Language</b>				



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### Grade Level Competency: Grades 3-4

Readers will be able to comprehend and respond to literary elements with literal and inferential textual evidence using texts at the high end of the grades 3-4 complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can make logical inferences and cite explicit evidence from a text.</p> <p>I can summarize the main idea and explain how the key details support it.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can identify evidence from a text to ask and answer questions related to the text.</p> <p>I can determine the main idea of a text.</p> <p>I can support the main idea with details from the text.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can ask and answer questions related to the text.</p> <p>I can determine the main idea of a text.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>
<b>Evaluate</b>		<p>I can explain how an author uses evidence to support their particular points in a text.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can distinguish my own point of view from that of the author's.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can identify the author's point of view.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>
<b>Author's Craft: Structure and Language</b>		<p>I can use text features to interpret how information contributes to an understanding of the text.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can efficiently use text features and search tools to locate relevant information.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can locate relevant information using text features.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>



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### Grade Level Competency: Grades 5-6:

Readers will be able to comprehend, analyze, and respond to literary elements with relevant literal and inferential textual evidence using texts at the high end of the grades 5-6 text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can determine the central idea of a text and provide an objective summary.  I can make logical inferences and cite explicit evidence from a text. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify a central theme of a text and retell some details or ideas of a text.  I provide evidence based on the text that is not specific or is not accurate to the overall whole of the work. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify the topic of a text and retell some details or ideas of a text.  I can make inferences that may or may not be justified by the text. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Evaluation</b>		I can select an example of valid reasoning from the text. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify relevant and irrelevant evidence for a claim. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify the evidence the author uses to support a claim. <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6

<p><b>Author's Craft: Structure and Language</b></p>		<p>I can determine how words and phrases create and shape meaning.</p> <p>I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can use text features to interpret how specific words contribute to an understanding of the text.</p> <p>I can determine the structure of a text and use the structure to support my understanding of the text.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can understand how pre-selected words may impact the text.</p> <p>I can identify structures in a text.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
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### Grade Level Competency: Grades 7-8

Readers will be able to comprehend, analyze, and respond to literary elements with relevant literal and inferential textual evidence using texts at the high end of the grades 7-8 text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can determine the central idea of a text and provide an objective summary.  I can cite evidence that most strongly supports an analysis of what the text says explicitly or inferentially.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify the central idea of a text and provide an objective summary.  I can cite evidence that somewhat supports an analysis of what the text says explicitly or inferentially.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify the topic of a text and retell some details or ideas of a text.  I provide evidence based on the text that is not specific or is not accurate to the overall whole of the work.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
<b>Evaluation</b>		I can accurately assess whether reasoning is valid and evidence is relevant.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can select an example of valid reasoning from the text.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify relevant and irrelevant evidence for a claim.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8

<p><b>Author's Craft: Structure and Language</b></p>		<p>I can analyze how word choice impacts the meaning and tone of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (ex: a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can identify word choices or phrases that contribute to the meaning.</p> <p>I can determine the structure of a text and use the structure to support my understanding of the text.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can understand how pre-selected words may impact the text.</p> <p>I can use text features to understand my reading.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
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### Grade Level Competency: Grades 9-10

Readers will be able to comprehend, analyze, and respond to literary elements with relevant inferential textual evidence using texts in the grades 11-CCR text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can demonstrate thorough literal and inferential understanding of a text.	I can demonstrate thorough literal understanding of a text.	I can demonstrate partial understanding of a text.
<b>Evaluation</b>		I can evaluate the central message, supporting evidence, and justification used in the text.	I can explain the central message and supporting evidence used in the text.	I can identify the central message and supporting evidence used in the text.
<b>Author's Craft: Structure and Language</b>		I can explain how the specific effects of structural features, literary devices, and effective word/phrase choices help the author create tone or achieve their purpose for writing.	I can provide specific effects of structural features, literary devices, and effective word/phrase choices.	I can provide generic effects of structural features, literary devices, and effective word/phrase choices.





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### Grade Level Competency: Grades 11-12

Readers will be able to comprehend, analyze, and respond to literary elements with relevant inferential textual evidence using texts in the grades 11-CCR text complexity band.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Comprehension</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can demonstrate thorough literal and inferential understanding of a text.	I can demonstrate thorough literal understanding of a text.	I can demonstrate partial understanding of a text.
<b>Evaluation</b>		I can evaluate the central message, supporting evidence, and justification used in the text.	I can explain the central message and supporting evidence used in the text.	I can identify the central message and supporting evidence used in the text.
<b>Author's Craft: Structure and Language</b>		I can explain how the specific effects of structural features, literary devices, and effective word/phrase choices help the author create tone or achieve their purpose for writing.	I can provide specific effects of structural features, literary devices, and effective word/phrase choices.	I can provide generic effects of structural features, literary devices, and effective word/phrase choices.