



## Language Arts: Reader's Craft: Literature and Literary Nonfiction

**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 recognize and interpret the author's meaning through their use of structure, word choices and phrasing.

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 retell a text and determine the central message.	I can recount the beginning, middle, and end of the story.	I can tell when a story begins and a story ends.
		I can ask and answer questions about the story referring to the text for evidence.	I can ask and answer a question about a text.	I can share an idea about a text.
<b>Literary Elements</b>		I can make logical inferences about setting, character, plot, theme.	I can identify setting, character, plot on a literal level.	I can understand the concept of setting, character, and plot.
		I can support the inferences with reasons or text evidence.		
<b>Author's Craft: Structure and Language</b>		I can analyze an author's use of words and phrasing to determine character feelings.	I can identify words or phrasing an author uses that suggest feelings.	I can answer questions related to words authors use.
		I can elaborate on how illustrations-and structures impact the meaning of a text	I can identify and explain illustrations and details that describe important story elements.	I can understand the difference in features between fiction and non-fiction.



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<b>Grade Level Competency: Grades 1-2</b>				
Readers will be able to recognize and interpret the author's meaning through their use of structure, word choices and phrasing using texts at the high end of the grades 1-2 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 retell a text and determine the central message.  I can ask and answer questions about the story referring to the text for evidence.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can recount the beginning, middle, and end of the story.  I can ask and answer a question about a text.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can tell when a story begins and a story ends.  I can share an idea about a text.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Literary Elements</b>		I can make logical inferences about setting, character, plot, theme.  I can support the inferences with reasons or text evidence.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify setting, character, plot on a literal level.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can understand the concept of setting, character, and plot.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2

<b>Author's Craft: Structure and Language</b>		<p>I can analyze an author's use of words and phrasing to determine character feelings.</p> <p>I can elaborate on how illustrations and structures impact the meaning of a text</p> <p><input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2</p>	<p>I can identify words or phrasing an author uses that suggest feelings.</p> <p>I can identify and explain illustrations and details that describe important story elements.</p> <p><input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2</p>	<p>I can answer questions related to words authors use.</p> <p>I can understand the difference in features between fiction and non-fiction.</p> <p><input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2</p>
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### Grade Level Competency: Grades 3-4

Readers will be able to recognize and interpret the author's meaning through their use of structure, word choices and phrasing using texts at the high end of the grades 3-4 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 summarize a text and determine the theme using key details from the text.  I can draw inferences from a text, referring to details and examples to support my thinking.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can determine the central message of a text using key details from the text.  I can ask and answer questions about a text and refer to evidence to demonstrate understanding.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can retell a text and determine the central message.  I can ask and answer questions about the story referring to the text for evidence.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Literary Elements</b>		I can make logical inferences about setting, character, plot, theme.  I can support the inferences with reasons or text evidence.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can make logical inferences about setting, character, plot.  I can explain the inferences with examples.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can identify setting, character, plot on a literal level.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4

<b>Author's Craft: Structure and Language</b>		<p>I can analyze the impact a specific word choice has on the feeling elicited by the author.</p> <p>I can analyze an author's use of words, phrasing and overall structure to determine an author's meaning and justify it with evidence.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can analyze an author's use of words, phrasing, or overall structure to determine an author's meaning.</p> <p>I can identify and explain the effects of text features and structures.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can identify words and phrasing an author uses that impact the meaning.</p> <p>I can identify text features and structures.</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 analyze the impact and interpret the author's meaning through their use of structure, word choices and phrasing 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 summarize the key details and ideas of a text.  I can provide textual evidence that supports what the text says explicitly and inferentially.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can summarize a text but may include some unimportant details .  I can provide textual evidence that supports what the text says explicitly and/or inferentially.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can retell some details or ideas of a text.  I sometimes provide evidence to support what the text says explicitly.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Literary Elements</b>		I can make logical inferences about setting, character, plot, theme.  I can support the inferences with relevant and specific text evidence.  I can provide reasoning through explanations.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can make logical inferences about setting, character, plot, theme.  I can support the inferences with reasons or text evidence.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify setting, character, plot on a literal level.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6

<b>Author's Craft: Structure and Language</b>		<p>I can analyze the impact a specific word choice or device has on the text's meaning and tone.</p> <p>I can analyze how different structures contribute to the overall meaning and style of the text using evidence.</p> <p>I can determine an author's point of view or purpose in a text and justify it with evidence.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can observe the impact a specific word choice has on the text's meaning and tone.</p> <p>I can observe how different structures contribute to the overall meaning and style of the text.</p> <p>I can determine an author's point of view or purpose in a text.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can identify that specific word choice impacts the meaning of a text.</p> <p>I can accurately identify structural features.</p> <p>I can define the author's purpose and point of view.</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 analyze the impact and interpret author's meaning through their use of structure, word choices and phrasing 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.	<p>I can summarize the key details and ideas of a text.</p> <p>I can cite textual evidence that most strongly supports an analysis of what the text says explicitly and/ or inferentially.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can summarize a text but may include some unimportant details .</p> <p>I can cite textual evidence that somewhat supports an analysis of what the text says explicitly and/ or inferentially.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can retell some details or ideas of a text.</p> <p>I provide evidence based on the text that is not specific or is not accurate to the overall whole of the work.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
<b>Literary Elements</b>		<p>I can make inferential claims about setting, character, plot, theme.</p> <p>I can support claims with relevant and specific evidence.</p> <p>I can provide explanations.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can make inferential claims about setting, character, plot, theme.</p> <p>I can support claims with relevant and specific evidence.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can identify setting, character, plot on a literal level.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>



<p><b>Author's Craft: Structure and Language</b></p>		<p>I can analyze the impact of specific word choices on meaning and tone.</p> <p>I can analyze and justify with evidence how different structures contribute to the meaning and style of a text.</p> <p>I can assess the author's word choice, structure, and phrasing to interpret the author's point of view.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can make observations about word choices and how they impact meaning and tone.</p> <p>I can make observations and support with evidence how different structures contribute to the meaning and style of a text.</p> <p>I can use author's word choice, structure, and phrasing to identify the author's point of view.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can define meaning and tone.</p> <p>I can recognize different structures in a text.</p> <p>I can identify author's point of view .</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 analyze how the structure and language of texts are consciously crafted for effect in the grades 9-10-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 an unseen text.	I can demonstrate thorough literal understanding of an unseen text.	I can demonstrate partial understanding of an unseen text.
<b>Literary Elements</b>		<p>I can make inferential claims about setting, plot, character, theme.</p> <p>I can support claims with contextualized evidence that is relevant and specific.</p> <p>I can explain why evidence supports claims.</p>	<p>I can make inferential claims about setting, character, plot, theme.</p> <p>I can support claims with relevant and specific evidence.</p> <p>I can provide explanations.</p>	<p>I can make inferential claims about setting, character, plot, theme.</p> <p>I can support claims with relevant and specific evidence.</p>
<b>Author’s Craft: Structure and Language</b>		I can accurately identify and provide generic effects of structural features, literary devices, and effective word/phrase choices.	I can accurately identify structural features, literary devices, and effective word/phrase choices.	I can attempt to identify structural features, literary devices, and effective word/phrase choices.



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### Grade Level Competency: Grades 11-12

Readers will be able to analyze how the structure and language of texts are consciously crafted for effect in the grades 11-12-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>Literary Elements</b>		<p>I can make inferential claims about setting, plot, character, theme.</p> <p>I can support claims with a range of contextualized evidence that is relevant and specific.</p> <p>I can justify why evidence supports claims.</p>	<p>I can make inferential claims about setting, plot, character, theme.</p> <p>I can support claims with contextualized evidence that is relevant and specific.</p> <p>I can explain why evidence supports claims.</p>	<p>I can identify setting, character, plot on a literal level.</p> <p>I can provide explanations.</p>
<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.