Performance Level Descriptors
When reading texts of increasing complexity, * students achieving Masters Grade Level Performance can • Analyze how the author's use of imagery and figurative language contributes to meaning • Analyze how the author structures and develops informational texts to support the main idea and achieve the intended purpose • Make complex inferences within and between literary and informational texts, supporting those inferences with relevant textual evidence
When reading texts of increasing complexity, * students achieving Meets Grade Level Performance can • Analyze a variety of literary texts by identifying the theme or lesson and recognizing how structural elements contribute to meaning • Demonstrate an understanding of informational texts by identifying the author's purpose and viewpoint, summarizing the text in ways that maintain meaning, and recognizing how different organizational patterns influence the relationships among ideas • Recognize the logical connections and thematic links between texts representing similar or different genres • Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence
When reading texts of increasing complexity, * students achieving Approaches Grade Level Performance can • Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context and roots and affixes • Describe events that advance the plot and determine the roles and functions of characters in a variety of literary texts • Use multiple text features found in informational text to locate information and gain an overview of the content • Recognize how the author's use of sensory details, imagery, and figurative language contributes to meaning
When reading texts of increasing complexity, * students achieving Did Not Meet Grade Level Performance can • Determine the meaning of unfamiliar words using explicit context • Demonstrate a literal understanding of literary and informational texts • Make plausible inferences about literary and informational texts

* Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.