

Reading MCA Achievement Level Descriptor Maps

Reading MCA Achievement Level Descriptor Map – Grade 3

These are supplementary materials to the Reading MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at [MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors](#).

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p><i>Key Ideas and Details (Standards 1, 2, 3)</i> Recall details from text Make simple predictions based on explicit text Identify obvious fact and opinion in explicit text Make general comparisons based on explicit text Locate explicit main idea and central message Identify basic sequence of events</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p><i>Key Ideas and Details (Standards 1, 2, 3)</i> Use explicit text evidence to make logical conclusions Identify key details related to text Make predictions based on text Sequence basic plot events, real events, and steps in a process Locate cause and effect Identify fact and opinion Use evidence from text to make meaning Make simple comparisons based on implicit text State main idea and topic from a section of explicit text or from explicit text as a whole Identify obvious literary elements (e.g., plot, characterization, setting, theme) Identify literary terms (e.g., tale, moral)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p><i>Key Ideas and Details (Standards 1, 2, 3)</i> Use implicit text evidence to quote accurately and make logical conclusions Identify relevant details that support conclusions from text Make generalizations and predictions Sequence plot events, real events, and steps in a process Use text evidence to understand cause/effect relationships Make inferences based on implicit text Distinguish fact from opinion in explicit text Use evidence from text to justify interpretations of meaning Compare and contrast based on implicit text Summarize from a section of text or text as a whole: <ul style="list-style-type: none"> • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events Distinguish among literary elements (e.g., plot, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define meaning of literary terms (e.g., tale, moral) Compare and contrast presentation of literary elements</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p><i>Key Ideas and Details (Standards 1, 2, 3)</i> Draw logical conclusions from text Identify specific details to support conclusions from text Use generalizations to make predictions Use text evidence to analyze cause/effect relationships Make complex inferences based on implicit text Distinguish fact from opinion in a variety of implicit texts Compare and contrast text features in depth based on implicit text Summarize from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events Analyze literary elements (e.g., plot, characterization, setting, theme) Analyze methods of characterization</p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Locate obvious context clues to understand word meanings Identify keywords and phrases Recognize the features, format, and function of basic text structures (e.g., listing) and their impact on meaning State author's obvious purpose in explicit text</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify basic literary devices (e.g., obvious puns, simple rhyme schemes) Identify basic connotations Use context clues to understand word meanings Define technical terminology in content area texts Recognize standard transitional words (e.g., but, yet, still) Use word structures to construct meaning (affixes and roots) Identify features, format, and function of basic text structures (e.g., general description) and their impact on meaning State author's basic purpose within text</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify literary devices (e.g., puns, end rhyme) Identify figures of speech Connect connotations to meaning Use reasoning and evidence to understand word meanings Categorize technical terminology in content area texts Identify transitional words and phrases (e.g., for example, first, second, third) Use etymology (word history) and morphology (word structure) to construct meaning of a word or phrase Analyze the features, format, and function of complex text structures (e.g., chronology) and their impact on meaning Recognize how parts of text relate to the whole Identify author's use of perspective (personal point of view) and tone (attitude toward what she or he has written) Interpret authors' purposes within and across text(s) Identify mood (emotional atmosphere of text) Identify style (author's techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Analyze literary devices (e.g., effectiveness of puns, intricacy of rhyme scheme) Recognize how connotations impact meaning Analyze purpose of technical terminology in content area texts Analyze use of transitional devices (e.g., obviously, unquestionably, certainly) Evaluate the features, format, and function of complex text structures (e.g., definition) and their impact on meaning Analyze how parts of text relate to the whole Analyze how author's message is shaped by perspective and tone Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.) Analyze authors' purpose(s) within and across text(s)</p>
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Identify obvious evidence in text (e.g., logical connections between sentences and paragraphs)</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Make judgments about author's credibility based on explicit text: <ul style="list-style-type: none"> • locate obvious argumentation within text • identify credible evidence (e.g., logical explanation) • recognize how the author presents fact/opinion </p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Analyze author's credibility based on sources used Identify methods of argumentation (e.g., analogy, details and examples) Recognize validity of reasoning Recognize relevance and sufficiency of evidence Recognize obvious fallacies of logic (e.g., stereotyping) Recognize how credible information is presented in text (e.g., interviews with experts, current research) Recognize author's obvious bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Make judgments about author's credibility based on complex text: <ul style="list-style-type: none"> • apply basic concepts of argumentation (background, discussion, and proof of claim) • analyze validity of reasoning • identify basic fallacies of logic (e.g., hasty generalization) • analyze relevancy and sufficiency of evidence • analyze author's bias </p>

Reading MCA Achievement Level Descriptor Map – Grade 4

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Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Recall details from text Make simple predictions based on explicit text Identify a cause or an effect Identify obvious fact and opinion in explicit text Make general comparisons based on explicit text Locate explicit main idea and central message Identify basic sequence of events</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use explicit text evidence to make logical conclusions Identify key details related to text Make predictions based on text Sequence basic plot events, real events and steps in a process Locate cause or effect Identify fact and opinion Use evidence from text to make meaning Make simple comparisons based on implicit text State main idea and topic from a section of explicit text or from explicit text as a whole Identify obvious literary elements (e.g., plot, conflict, characterization, setting, theme) Identify literary terms (e.g., hero, villain)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to quote accurately and make logical conclusions Identify relevant details that support conclusions from text Use generalizations and make predictions Sequence plot events, real events, and steps in a process Use text evidence to understand cause/effect relationships Make inferences based on implicit text Distinguish fact from opinion in explicit text Use evidence from text to justify interpretations of meaning Compare and contrast based on implicit text Summarize from a section of text or text as a whole: <ul style="list-style-type: none"> • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events Distinguish among literary elements (e.g., plot, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define basic meaning of literary terms (e.g., hero, villain) Compare and contrast presentation of literary elements</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Draw logical conclusions from abstract text Identify specific details to support conclusions from text Use generalizations and make complex predictions Use text evidence to analyze and synthesize cause/effect relationships Make complex inferences based on implicit text Distinguish fact from opinion in a variety of implicit texts Compare and contrast text features in depth based on implicit text Summarize from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events Analyze literary elements (e.g., plot, characterization, setting, theme) Analyze methods of characterization</p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Locate obvious context clues to understand word meanings Identify key words and phrases Recognize the features, format, and function of basic text structures (e.g., listing) and their impact on meaning State author’s obvious purpose in explicit text</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify obvious literary devices (e.g., simile) Identify basic connotations Use context clues to understand word meanings Define technical terminology in content area texts Recognize standard transitional words (e.g., besides, finally, however) Use word structures to construct meaning (affixes and roots) Identify features, format, and function of basic text structures (e.g., general description) and their impact on meaning State author’s basic purpose within text</p>	<p>Craft and Structure (Standards 4, 5, 6) Define the meaning of literary devices (e.g., end rhyme) Identify figures of speech Connect connotations to meaning Use reasoning and evidence to understand word meanings Categorize technical terminology in content area texts Identify transitional words and phrases (e.g., meanwhile, after all, on the other hand) Use etymology (word history) and morphology (word structure) to construct meaning of a word or phrase Analyze the features, format, and function of complex text structures (e.g., chronology) and their impact on meaning Identify author’s use of perspective (personal point of view) and tone (attitude toward what she or he has written) Interpret authors’ purposes within and across text(s) Identify mood (emotional atmosphere of text) Identify style (author’s techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Analyze literary devices (e.g., foreshadowing) Analyze the use of figures of speech Recognize how connotations impact meaning Analyze purpose of technical terminology in content area texts Analyze use of transitional devices (e.g., evidently, undeniably, clearly) Evaluate the features, format, and function of complex text structures (e.g., definition) and their impact on meaning Analyze how author’s message is shaped by perspective and tone Analyze authors’ purpose(s) within and across text(s) Recognize how author’s choices impact style (e.g., impact on tone, imagery, etc.) Identify interaction between mood and style</p>
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Identify obvious evidence in text (e.g., logical connections between sentences and paragraphs)</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Make judgments about author’s credibility based on explicit text: <ul style="list-style-type: none"> • locate obvious argumentation within text • identify credible evidence (e.g., logical explanation) • recognize how the author presents fact/opinion </p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Analyze author’s credibility based on sources used Identify methods of argumentation (e.g., analogy, details and examples) Recognize relevance and sufficiency of evidence Recognize validity of reasoning Recognize obvious fallacies of logic (e.g. stereotyping) Recognize how credible information is presented in text (e.g., interviews with experts, current research) Recognize author’s obvious bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Make judgments about author’s credibility based on complex text: <ul style="list-style-type: none"> • apply basic concepts of argumentation (background, discussion, and proof of claim) • analyze validity of reasoning • identify basic fallacies of logic (e.g., hasty generalization) • analyze relevancy and sufficiency of evidence • analyze author’s bias </p>

Reading MCA Achievement Level Descriptor Map – Grade 5

These are supplementary materials to the Reading MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors.

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Recall details from text Make simple predictions based on explicit text Identify a cause or an effect Identify obvious fact and opinion in explicit text Make general comparisons based on explicit text Locate explicit main idea, central message, and theme Identify basic sequence of events</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use explicit text evidence to make logical conclusions Identify key details related to text Make predictions based on text Sequence basic plot events, real events, and steps in a process Locate cause or effect Identify fact and opinion Use evidence from text to make meaning Make simple comparisons among text features based on implicit text State main idea and topic from a section of explicit text or from explicit text as a whole Identify literary elements (e.g., plot, characterization, setting, theme) Identify obvious characterization Identify literary terms (e.g., protagonist, antagonist)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to quote accurately and make logical conclusions Identify relevant details that support conclusions from text Use generalizations and make predictions Sequence plot events, real events, and/or steps in a process Use text evidence to understand cause/effect relationships Make inferences based on implicit text Distinguish fact from opinion in explicit text Use evidence from text to justify interpretations of meaning Compare and contrast text features based on implicit text Summarize from a section of text or text as a whole:</p> <ul style="list-style-type: none"> • important text evidence (explicit or implicit) • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events <p>Distinguish among literary elements (e.g., plot, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define meaning of literary terms (e.g., protagonist, antagonist) Compare and contrast presentation of literary elements</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Draw logical conclusions from abstract text Analyze relevant details to support conclusions from text Generalize and make sophisticated predictions Use text evidence to analyze and synthesize cause/effect relationships Make complex inferences based on implicit text Distinguish fact from opinion in a variety of implicit texts Compare and contrast individuals and ideas based on implicit text Summarize and/or paraphrase from a section of text, text as a whole, and across texts:</p> <ul style="list-style-type: none"> • important text evidence (explicit or implicit) • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events <p>Analyze literary elements (e.g., plot, conflict, characterization, setting, theme) Analyze methods of characterization</p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Locate obvious context clues to understand word meanings Identify key words and phrases Recognize the features, format, and function of basic text structures (e.g., listing) and their impact on meaning State author's obvious purpose in explicit text</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify literary devices (e.g., hyperbole) Identify basic connotations Use context clues to understand word meanings Define technical terminology in content area texts Recognize standard transitional words (e.g., similarly, furthermore, besides) Use word structures to construct meaning (affixes and roots) Identify features, format, and function of basic text structures (e.g., general description) and their impact on meaning State author's basic purpose within text</p>	<p>Craft and Structure (Standards 4, 5, 6) Define the meaning of literary devices (e.g., hyperbole) Identify figures of speech Connect connotations to meaning Use reasoning and evidence to understand word meanings Categorize technical terminology in content area texts Identify transitional words and phrases (e.g., concurrently, at the same time, in the meantime) Use etymology (word history) and morphology (word structure) to construct meaning of a word or phrase Analyze the features, format, and function of complex text structures (e.g., chronology) and their impact on meaning Identify author's use of perspective (personal point of view) and tone (attitude toward what she or he has written) Interpret authors' purposes within and across text(s) Identify mood (emotional atmosphere of text) Identify style (author's techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Analyze literary devices (e.g., effectiveness of hyperbole) Analyze the use of figures of speech Recognize how connotations impact meaning Analyze purpose of technical terminology in content area texts Analyze use of transitional devices (e.g., without a doubt, for the same reason, without reservation) Evaluate the features, format, and function of complex text structures (e.g., definition) and their impact on meaning Analyze how author's message is shaped by perspective and tone Analyze authors' purpose(s) within and across text(s) Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.) Identify interaction between mood and style</p>
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Identify obvious evidence in text (e.g., logical connections between sentences and paragraphs)</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Make judgments about author's credibility based on explicit text:</p> <ul style="list-style-type: none"> • locate obvious argumentation within text • identify credible evidence (e.g., logical explanation) • recognize how the author presents fact/opinion 	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Analyze author's credibility based on sources used Identify methods of argumentation (e.g., analogy, details and examples) Recognize relevancy and sufficiency of evidence Recognize validity of reasoning Recognize obvious fallacies of logic (e.g., stereotyping) Recognize how credible information is presented in text (e.g., interviews with experts, current research) Recognize author's obvious bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text strand only) Make judgments about author's credibility based on complex text:</p> <ul style="list-style-type: none"> • apply basic concepts of argumentation (background, discussion, and proof of claim) • analyze validity of reasoning • identify basic fallacies of logic (e.g., hasty generalization) • analyze relevancy and sufficiency of evidence • analyze author's bias

Reading MCA Achievement Level Descriptor Map – Grade 6

These are supplementary materials to the Reading MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors.

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Recall key details from text Make predictions based on explicit text Identify cause and effect Identify fact and opinion in explicit text Make comparisons among text features based on explicit text Identify general plotlines Locate explicit main idea, central message, and theme Identify setting in explicit text Predict character's actions based on explicit text</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use explicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions make generalizations and predictions identify simple cause/effect relationships identify fact and opinion Sequence basic plot events, real events, and steps in a process in chronological order Describe how explicit supporting details are connected to conclusions from text and identify those details Compare and contrast individuals and ideas based on explicit text Summarize from a section of text or text as a whole: <ul style="list-style-type: none"> explicit text evidence main idea central message plot theme topic similarities and differences among ideas and events Distinguish among literary elements (e.g., plot, characterization, setting, theme) Identify literary terms (e.g., exposition, resolution, denouement)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions analyze symbolism make generalizations and predictions recall cause/effect relationships make inferences Sequence plot events, real events, and/or steps in a process in chronological order Identify relevant/key details that support conclusions from text Compare and contrast individuals and ideas based on implicit text Summarize and/or paraphrase from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> important text evidence (explicit or implicit) main idea central message supporting details plot subject theme topic similarities and differences among ideas and events Recognize subtle presentation of literary elements (e.g., plot, conflict, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define meaning of literary terms (e.g., exposition, denouement) Compare and contrast presentation of literary elements Determine theme or central idea of text</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Interpret subtle implicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions analyze symbolism make generalizations and predictions understand cause/effect relationships make inferences Analyze relevant details that support conclusions from the text Distinguish fact from opinion in a variety of implicit texts Use evidence from text to synthesize interpretations Compare and contrast individuals and ideas in depth based on implicit text Synthesize to arrive at meaning from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> important text evidence (explicit or implicit) main idea central message supporting details plot subject theme topic similarities and differences among ideas and events Interpret and evaluate interrelationships among literary elements (e.g., plot, conflict, characterization, setting, theme) Evaluate methods of characterization and their impact on other literary elements</p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Use basic context clues to understand word meanings Locate key words and phrases Recognize the features, format, and function of basic text structures (e.g., chronology) and their impact on meaning State authors' basic purposes within and across text(s) Define basic technical terminology in content area texts</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify literary devices (e.g., stock character, dialect) Identify basic connotations Use context clues to understand word meanings Define technical terminology and distinguish from nontechnical terminology across content area texts Recognize standard transitional words (e.g., finally, previously, next) Use word structures and multiple-meaning words to construct meaning (affixes and roots) Identify figures of speech and their connotations Identify features, format, and function of basic text structures (e.g., definition) and their impact on meaning Identify author's use of perspective (personal point of view) and tone (attitude toward what she or he has written) State authors' purpose within and across text(s) Identify mood (emotional atmosphere of text) Identify style (author's techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Define the meaning of literary devices (e.g., irony, understatement) Connect connotations to meaning Use reasoning and evidence to justify interpretations of word meanings Recognize that word relationships, context, and structure lead to intended or precise word meanings Categorize technical terminology across content area texts Identify transitional words and phrases (e.g., in this case, in addition, for the same reason) Use etymology (word history) and morphology (word structure) and multiple meanings of a word or phrase to construct meaning Analyze the use of figures of speech Analyze the features, format, and function of complex text structures (e.g., cause and effect) and their impact on meaning Analyze how author's message is shaped by perspective and tone Interpret authors' purposes within and across text(s) Identify interaction between mood and style Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.)</p>	<p>Craft and Structure (Standards 4, 5, 6) Evaluate use of literary devices (e.g., omniscient narration, flashback) Describe how word relationships, context, and structure lead to intended or precise word meanings Compare and contrast figures of speech and their application and efficacy Distinguish nuanced connotations Analyze how connotations impact meaning Evaluate application of technical terminology across content area texts: analyze adequacy and purpose Analyze use of transitional devices (e.g., in spite of, on the contrary, in contrast) Evaluate the features, format, and function of complex text structures (e.g., comparison and contrast) and their impact on meaning Evaluate authors' purpose(s) within and across text(s) Analyze mood and style and their interaction and impact</p>
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Identify obvious evidence in explicit text (e.g., logical connections between sentences and paragraphs) Recognize how the author presents fact/opinion</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Make judgments about author's credibility based on explicit text: <ul style="list-style-type: none"> locate and understand argumentation within text identify credible evidence recognize how credible information is presented in text (e.g., interviews with experts, current research) identify methods of argumentation (e.g., analogy, details and examples) recognize author's bias </p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Analyze authors' credibility based on sources used Analyze methods of argumentation (e.g., painting a picture, anecdotes) Recognize relevancy and sufficiency of evidence Recognize validity of reasoning Identify basic fallacies of logic (e.g., false principle, either/or, emotional appeal) Analyze how credible information is presented within and across text(s) (e.g., statistics, testimony) Analyze author's bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Evaluate author's credibility based on complex text(s): <ul style="list-style-type: none"> apply concepts of argumentation (background, discussion, and proof of claim) analyze validity of reasoning analyze fallacies of logic (e.g., begging the claim, ad hominem) analyze relevancy and sufficiency of evidence evaluate subtle bias </p>

Reading MCA Achievement Level Descriptor Map – Grade 7

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Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Recall key details from text Make predictions based on explicit text Identify cause and effect Identify fact and opinion in explicit text Make comparisons among text features based on explicit text Identify general plotlines Locate explicit main idea, central message, and theme Identify setting in explicit text Predict character's actions based on explicit text</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use explicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions make generalizations and predictions identify simple cause/effect relationships identify fact and opinion Sequence plot events, real events, and steps in a process in chronological order Describe how key details are related to conclusions from the text and identify those details Compare and contrast individuals and ideas based on explicit text Summarize and/or paraphrase from a section of text or text as a whole: <ul style="list-style-type: none"> explicit text evidence main idea central message plot theme topic similarities and differences among ideas and events Distinguish among literary elements (e.g., plot, conflict, characterization, theme) Identify literary terms (e.g., comedy, tragedy)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions analyze symbolism make generalizations and predictions recall cause/effect relationships make inferences Sequence intricate plot events, real events, and/or steps in a process in chronological order Use relevant/key details from the text to support conclusions Distinguish fact from opinion in a variety of implicit texts Use evidence from text to justify interpretations of meaning Compare and contrast individuals and ideas based on implicit text Summarize and/or paraphrase from a section of text or text as a whole: <ul style="list-style-type: none"> important text evidence (explicit or implicit) main idea central message supporting details plot subject theme topic similarities and differences among ideas and events Analyze subtle use of, and connections among, literary elements (e.g., plot, conflict, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define meaning of literary terms (e.g., comedy, tragedy) Compare and contrast presentation of literary elements</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Interpret subtle implicit text evidence to: <ul style="list-style-type: none"> quote accurately from the text and make logical conclusions analyze symbolism make generalizations and predictions understand complex cause/effect relationships make inferences Analyze relevant details from text to support conclusions Use evidence from text to synthesize interpretations Compare and contrast individuals and ideas in depth based on implicit text Synthesize to arrive at meaning from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> important text evidence (explicit or implicit) main idea central message supporting details plot subject theme topic similarities and differences among ideas and events Interpret and evaluate interrelationships among literary elements (e.g., plot, conflict, characterization, setting, theme) Evaluate methods of characterization and their impact on other literary elements</p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Use basic context clues to understand word meanings Locate key words and phrases Recognize the features, format, and function of basic text structures (e.g., chronology) and their impact on meaning State authors' basic purposes within and across text(s) Define basic technical terminology in content area texts</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify literary devices (e.g., alliteration, onomatopoeia) Identify connotations Use context clues to understand word meanings Define technical terminology and distinguish from nontechnical terminology across content area texts Recognize standard transitional words (e.g., since, for instance, conversely) Use word structures and multiple-meaning words to construct meaning (affixes and roots) Identify figures of speech and their connotations Identify the features, format, and function of basic text structures (e.g., definition) and their impact on meaning Identify author's use of perspective (personal point of view) and tone (attitude toward what she or he has written) State authors' purpose within and across text(s) Identify mood (emotional atmosphere of text) Identify style (author's techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Define the meaning of literary devices (e.g., paradox, oxymoron) Connect connotations to meaning Use reasoning and evidence to justify interpretations of word meanings Recognize that word relationships, context, and structure lead to intended or precise word meanings Categorize technical terminology across content area texts Identify transitional words and phrases (e.g., subsequently, surprisingly, as a result) Use etymology (word history) and morphology (word structure) and multiple meanings of a word or phrase to construct meaning Analyze the use of figures of speech Identify connotative meanings of words and phrases Analyze the features, format, and function of complex text structures (e.g., cause and effect) and their impact on meaning Analyze how author's message is shaped by perspective and tone Interpret authors' purposes within and across text(s) Identify interaction between mood and style Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.)</p>	<p>Craft and Structure (Standards 4, 5, 6) Evaluate use of literary devices (e.g., parallelism, juxtaposition) Describe how word relationships, context, and structure lead to implied, intended or precise word meanings Compare and contrast figures of speech and their application and efficacy Distinguish nuanced connotations Analyze how connotations impact meaning Evaluate application of technical terminology across content area texts: analyze adequacy and purpose Analyze use of transitional devices (e.g., on this occasion, in this situation, with this in mind) Evaluate the features, format, and function of complex text structures (e.g., comparison and contrast) and their impact on meaning Evaluate authors' purpose(s) within and across text(s) Analyze mood and style and their interaction and impact</p>
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Identify obvious evidence in explicit text (e.g., logical connections between sentences and paragraphs) Identify how the author presents fact/opinion</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Make judgments about author's credibility based on explicit text: <ul style="list-style-type: none"> locate and understand argumentation within text identify credible evidence recognize how credible information is presented in text (e.g., interviews with experts, current research) identify methods of argumentation (e.g., analogy, details and examples) recognize author's bias </p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Analyze authors' credibility based on sources used Analyze methods of argumentation (e.g., painting a picture, anecdotes) Recognize relevancy and sufficiency of evidence Recognize validity of reasoning Identify basic fallacies of logic (e.g., false principle, either/or, emotional appeal) Analyze how credible information is presented within and across text(s) (e.g., statistics, testimony) Analyze author's bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Evaluate author's credibility based on complex text(s): <ul style="list-style-type: none"> apply concepts of argumentation (background, discussion, and proof of claim) analyze validity of reasoning analyze fallacies of logic (e.g., begging the claim, ad hominem) analyze relevancy and sufficiency of evidence evaluate methods of argumentation evaluate subtle bias </p>

Reading MCA Achievement Level Descriptor Map – Grade 8

These are supplementary materials to the Reading MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors.

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Recall key details from text Make predictions based on explicit text Identify cause and effect Identify fact and opinion in explicit text Make comparisons among text features based on explicit text Identify elements of plot Locate explicit main idea, central message, and theme Identify setting in explicit text Predict character's actions based on explicit text</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use explicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions make generalizations and predictions identify simple cause/effect relationships identify fact and opinion Sequence plot events, real events, and steps in a process in chronological order Describe how key details are related to conclusions from text and identify those details Compare and contrast individuals and ideas based on explicit text Summarize and/or paraphrase from a section of text or text as a whole: <ul style="list-style-type: none"> explicit text evidence main idea central message plot theme topic similarities and differences among ideas and events Distinguish among literary elements (e.g., plot, conflict, characterization, setting, theme) Identify literary terms (e.g., ballad, ode, epic)</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to: <ul style="list-style-type: none"> quote accurately and make logical conclusions analyze symbolism make generalizations and predictions recall cause/effect relationships make inferences Sequence intricate plot events, real events, and steps in a process in chronological order Use relevant/key details to support conclusions Distinguish fact from opinion in a variety of implicit texts Use evidence from the text to justify interpretations of meaning Compare and contrast individuals and ideas based on implicit text Summarize and/or paraphrase from a section of text or text as a whole: <ul style="list-style-type: none"> important text evidence (explicit or implicit) main idea central message supporting details plot subject theme topic similarities and differences among ideas and events Analyze subtle use of, and connections among, literary elements within text or multiple interpretations of text (e.g., plot, conflict, characterization, setting, theme) Differentiate methods of characterization (e.g., dialogue, appearance, behavior) Define meaning of literary terms (ballad, ode, epic) Compare and contrast presentation of literary elements</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Interpret subtle implicit text evidence to: <ul style="list-style-type: none"> quote accurately from the text and make logical conclusions analyze symbolism make relevant generalizations and predictions understand complex cause/effect relationships make inferences Analyze relevant details from text to support conclusions Effectively paraphrase complex text Use evidence from text to synthesize interpretations Compare and contrast individuals and ideas in depth based on implicit text Synthesize to arrive at meaning from a section of text, text as a whole, and across texts: <ul style="list-style-type: none"> important text evidence (explicit or implicit) main idea central message supporting details plot subject theme topic similarities and differences among ideas and events Interpret and evaluate interrelationships among literary elements (e.g., plot, conflict, characterization, setting, theme) Evaluate methods of characterization and their impact on other literary elements</p>
<p>Craft and Structure (Standards 4, 5, 6) Recognize simple figures of speech Use basic context clues to understand word meanings Locate key words and phrases Recognize the features, format, and function of basic text structures (e.g., chronology) and their impact on meaning State authors' basic purposes within and across text(s) Define basic technical terminology in content area texts</p>	<p>Craft and Structure (Standards 4, 5, 6) Identify literary devices (e.g., allusion, soliloquy) Identify connotations Use context clues to understand word meanings Define technical terminology and distinguish from nontechnical terminology across content area texts Recognize standard transitional words (e.g., overall, lastly, moreover) Use word structures and multiple-meaning words to construct meaning (affixes and roots) Identify figures of speech and their connotations Identify the features, format, and function of basic text structures (e.g., definition) and their impact on meaning Identify author's use of perspective (personal point of view) and tone (attitude toward what she or he has written) State authors' purpose within and across text(s) Identify mood (emotional atmosphere of text) Identify style (author's techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Define the meaning of literary devices (e.g., assonance vs. consonance) Connect connotations to meaning Use reasoning and evidence to justify interpretations of word meanings Recognize that word relationships, context, and structure lead to intended or precise word meanings Categorize technical terminology across content area texts Identify transitional words and phrases (e.g., formerly, despite, in any case) Use etymology (word history) and morphology (word structure) and multiple meanings of a word or phrase to construct meaning Analyze the use of figures of speech Identify connotative meanings of words and phrases Analyze the features, format, and function of complex text structures (e.g., cause and effect) and their impact on meaning Analyze how author's message is shaped by perspective and tone Interpret authors' purposes within and across text(s) Identify interaction between mood and style Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.)</p>	<p>Craft and Structure (Standards 4, 5, 6) Evaluate author's use of literary devices (e.g., anachronism, flashback) Describe how word relationships, context, and structure lead to implied, intended or precise word meanings Compare and contrast figures of speech and their application and efficacy Distinguish nuanced connotations Analyze how connotations impact meaning Evaluate application of technical terminology across content area texts: analyze adequacy and purpose Analyze use of transitional devices (e.g., equally important, by comparison, although this may be true) Evaluate the features, format, and function of complex text structures (e.g., comparison and contrast) and their impact on meaning Analyze mood and style and their interaction and impact Evaluate authors' purpose(s) within and across text(s) Use evidence to analyze author's choices</p>
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Identify obvious evidence in explicit text (e.g., logical connections between sentences and paragraphs) Identify how the author presents fact/opinion</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Make judgments about author's credibility based on explicit text: <ul style="list-style-type: none"> locate and understand argumentation within text identify credible evidence recognize how credible information is presented in text (e.g., interviews with experts, current research) identify methods of argumentation (e.g., analogy, details and examples) recognize author's bias </p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Analyze authors' credibility based on sources used Analyze methods of argumentation (e.g., painting a picture, anecdotes) Recognize relevancy and sufficiency of evidence Recognize validity of reasoning Identify basic fallacies of logic (e.g., false principle, either/or, emotional appeal) Analyze how credible information is presented within and across text(s) (e.g., statistics, testimony) Recognize the effectiveness of persuasive argumentation Analyze author's bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Evaluate author's credibility based on complex text(s): <ul style="list-style-type: none"> apply concepts of argumentation (background, discussion, and proof of claim) analyze validity of reasoning analyze fallacies of logic (e.g., begging the claim, ad hominem) analyze relevancy and sufficiency of evidence evaluate methods of argumentation evaluate subtle bias </p>

Reading MCA Achievement Level Descriptor Map – Grade 10

These are supplementary materials to the Reading MCA Achievement Level Descriptors. The overview for the MCA Achievement Level Descriptors and how to interpret them are on the MDE website at MDE > Districts, Schools and Educators > Statewide Testing > Achievement Level Descriptors.

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills inconsistently and with minimal accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Identify explicitly stated text evidence to support:</p> <ul style="list-style-type: none"> • general conclusions and predictions • obvious cause/effect relationships <p>Locate obvious literary elements within explicit text (e.g., plot, conflict, characterization, setting, theme)</p> <p>Locate key/relevant details from text</p> <p>Identify fact and opinion in explicit text</p> <p>Identify explicit evidence in text</p> <p>Compare individuals and ideas based on explicit text</p> <p>Locate explicit main idea, central message, and theme</p> <p>State explicit main idea, central idea, and obvious supporting details</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with limited consistency and accuracy.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use explicit text evidence to support:</p> <ul style="list-style-type: none"> • basic conclusions and simple inferences • recognition of basic symbols • generalizations and predictions • cause/effect relationships <p>Sequence plot events, real events, and steps in a process in chronological order</p> <p>Recognize explicit similarities and differences among literary elements</p> <p>Describe how key details support conclusions from text and identify those details</p> <p>Use evidence from text to construct meaning</p> <p>Compare and contrast individuals and ideas based on explicit text</p> <p>Summarize and/or paraphrase from a section of text or text as a whole:</p> <ul style="list-style-type: none"> • important text evidence (explicit or implicit) • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events <p>Identify obvious connections among literary elements within text (e.g., plot, conflict, characterization, setting, theme)</p> <p>Recognize basic methods of characterization (e.g., dialogue, appearance, behavior)</p> <p>Identify literary terms (e.g., motif, archetype, foil)</p> <p>Determine a theme or central idea of text</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills consistently and accurately.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Use implicit text evidence to support:</p> <ul style="list-style-type: none"> • conclusions and inferences • analyses of symbolism • generalizations and predictions • purpose of cause/effect relationships <p>Sequence intricate plot events, real events, and steps in a process in chronological order</p> <p>Use relevant/key details to support conclusions</p> <p>Distinguish fact from opinion in a variety of implicit texts</p> <p>Use evidence from the text to justify interpretations of meaning</p> <p>Compare and contrast individuals and ideas based on implicit text</p> <p>Summarize and/or paraphrase from a section of text or text as a whole:</p> <ul style="list-style-type: none"> • important text evidence (explicit or implicit) • main idea • central message • supporting details • plot • subject • theme • topic • similarities and differences among ideas and events <p>Analyze interrelationships among literary elements within text or multiple interpretations of text (e.g., plot, conflict, characterization, setting, theme)</p> <p>Determine a theme or central idea of text(s) and analyze in detail its development over the course of text(s), including how it emerges and is shaped and refined by specific details</p> <p>Differentiate methods of characterization</p> <p>Define meaning of literary terms (e.g., motif, archetype, foil)</p> <p>Compare and contrast presentation of literary elements</p>	<p>When interacting with literature and informational text, students at this achievement level demonstrate the following skills with a high degree of consistency and efficiency.</p> <p>Key Ideas and Details (Standards 1, 2, 3) Interpret subtle implicit text to support:</p> <ul style="list-style-type: none"> • conclusions and inferences • analyses of symbolism • generalizations and predictions • explanations of cause/effect relationships <p>Paraphrase complex text clearly</p> <p>Evaluate relevant details that support conclusions from text</p> <p>Analyze the relationship of fact and opinion in a variety of implicit texts</p> <p>Use inferential and literal evidence from text to justify interpretations of meaning</p> <p>Compare and contrast individuals and ideas in depth based on implicit text</p> <p>Synthesize from a section of text, text as a whole, or across texts to arrive at meaning:</p> <ul style="list-style-type: none"> • important text evidence (explicit or implicit) • main idea • central message • supporting details • plot • subject • theme • topic <p>Interpret and evaluate complex interrelationships among literary elements within text or multiple interpretations of text (e.g., plot, conflict, characterization, setting, theme)</p> <p>Evaluate a theme or central idea of text(s) and analyze in detail its development over the course of text(s), including how it emerges and is shaped and refined by specific details</p> <p>Evaluate methods of characterization and their impact on other literary elements</p> <p>Interpret and explain the meaning of literary terms and elements</p> <p>Compare and contrast the development and use of literary elements and devices</p>
<p>Craft and Structure (Standards 4, 5, 6) Identify the impact of word choices on meaning</p> <p>Define basic literary devices (e.g., personification)</p> <p>Use basic context and structure of words to understand word meanings</p> <p>Recognize simple figures of speech</p> <p>Locate key words and phrases</p> <p>Recognize the features, format, and function of basic text structures (e.g., problem/solution) and their impact on meaning</p> <p>State authors' basic purposes within and across text(s)</p> <p>Define basic technical terminology in content area texts</p> <p>Identify mood (emotional atmosphere of text)</p>	<p>Craft and Structure (Standards 4, 5, 6) Recognize the overall effect and impact of word choices on meaning and author's style</p> <p>Identify the application of literary devices (e.g., allegory)</p> <p>Identify connotations</p> <p>Use evidence to understand authors' choices</p> <p>Recognize how word relationships, context, and structure enhance meaning</p> <p>Recognize standard transitional words (e.g., simultaneously, thereafter, henceforth)</p> <p>Define technical terminology and distinguish from nontechnical terminology across content area texts</p> <p>Use etymology (word history) and morphology (word structure) and multiple meanings of a word or phrase to construct meaning</p> <p>Identify figures of speech and their connotations</p> <p>Identify the features, format, and function of basic text structures (e.g., comparison and contrast) and their impact on meaning</p> <p>Identify author's use of perspective (personal point of view) and tone (attitude toward what she or he has written)</p> <p>State authors' main purpose within and across text(s)</p> <p>Identify style (author's techniques and approach to meaning—e.g., word choice, sentence structure, use of literary devices, voice)</p>	<p>Craft and Structure (Standards 4, 5, 6) Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings</p> <p>Connect connotations to meaning</p> <p>Analyze the cumulative effect and specific impact of word choices on meaning and author's style</p> <p>Evaluate the use of literary devices (e.g., stream of consciousness)</p> <p>Use reasoning and evidence to justify interpretations of word meanings</p> <p>Analyze how authors' choices affect style (e.g., how the specific use of language and rhetoric, text structure and organization, graphics, and voice contribute to presentation of plot, theme, setting, concept building, and argumentation)</p> <p>Recognize that word relationships, context, and structure lead to intended or precise word meanings</p> <p>Categorize technical terminology across content area texts</p> <p>Identify transitional words and phrases (e.g., to segue, as has been noted, at this point)</p> <p>Analyze the use of figures of speech</p> <p>Analyze the features, format, and function of complex text structures (e.g., process analysis) and their impact on meaning</p> <p>Analyze how author's message is shaped by perspective and tone</p> <p>Interpret author's main purpose within and across text(s)</p> <p>Analyze mood and style and their interaction and impact</p> <p>Recognize how author's choices impact style (e.g., impact on tone, imagery)</p>	<p>Craft and Structure (Standards 4, 5, 6) Evaluate efficacy of words and phrases as they are used in text</p> <p>Compare and contrast complex figures of speech and their application and efficacy</p> <p>Distinguish nuanced connotations</p> <p>Analyze how connotations impact meaning</p> <p>Distinguish among connotative and figurative meanings of words and phrases</p> <p>Evaluate the cumulative effect and specific impact of word choices on meaning and author's style</p> <p>Evaluate sophisticated literary devices (e.g., iambic pentameter vs. iambic tetrameter)</p> <p>Evaluate application of technical terminology across content area texts: analyze adequacy and purpose</p> <p>Analyze how word relationships, context, and structure lead to intended or precise word meanings</p> <p>Use reasoning and evidence to understand complex vocabulary</p> <p>Analyze use of transitional devices (e.g., balanced against, vis a vis, in relation to, all things considered)</p> <p>Evaluate the features, format, and function of complex text structures (e.g., classification) and their impact on meaning</p> <p>Evaluate authors' choices and purpose(s) within and across text(s)</p> <p>Analyze the effectiveness of author's stylistic choices as they impact message and meaning</p>

Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Identify obvious evidence in explicit text (e.g., logical connections between sentences and paragraphs) Identify basic fallacies of logic (e.g., either/or, emotional appeal) Identify how the author presents fact/opinion Recognize methods of argumentation</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Recognize how credible information is presented within and across text(s) (e.g., interviews with experts, current research) Make judgments about authors' credibility based on explicit text(s):</p> <ul style="list-style-type: none"> • identify methods of persuasive argumentation (e.g., inductive/deductive reasoning, empathy, prestigious spokesperson) • identify credible evidence • analyze evidence based on sources used • identify basic fallacies of logic (e.g. circular argument, slippery slope) • recognize author's bias 	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Analyze how credible information is presented within and across text(s) Analyze authors' credibility based on complex text(s):</p> <ul style="list-style-type: none"> • analyze methods of persuasive argumentation (e.g., ethos, pathos, logos) • analyze relevancy and sufficiency of evidence • analyze complex fallacies of logic (e.g., false analogy, red herring) • analyze validity of reasoning <p>Analyze author's bias</p>	<p>Integration of Knowledge and Ideas (Standard 8, Informational Text substrand only) Understand how and why credible evidence and arguments are presented within and across text(s) Evaluate authors' credibility based on sophisticated text(s):</p> <ul style="list-style-type: none"> • evaluate methods of persuasive argumentation • evaluate relevancy and sufficiency of evidence • evaluate subtle fallacies of logic (e.g., straw man, post hoc ergo propter hoc) • evaluate validity of reasoning • evaluate subtle bias