**6.5 F Make inferences and use evidence to support understanding.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student can make plausible inferences about a text | * Student can make inferences to support understanding. * Students can connect bits of information to make a logical guess. * Student can form an inference in which they gather information to draw conclusions and make a prediction | * Students can make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence * Student can provide the necessary text evidence to support their understanding with specific details or facts. | * Student can make complex inferences within and between literary and informational texts, supporting those inferences with relevant textual evidence |

**6.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.**

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| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student is unable to paraphrase texts in ways that maintain meaning or logical order * Student struggles to identify details in a text or sections of a text * Student is unable to use their own words to restate the ideas in a text | * Student can sometimes struggle to paraphrase texts in ways that maintain some meaning * Student can sometimes struggle to identify some details in a text * Student can sometimes struggle to differentiate between significant and less significant details * Student can sometimes use their own words to restate the ideas in a text | * Student can often paraphrase texts in ways that maintain meaning and a logical order * Student can often identify details in a text or the whole text * Student will often differentiate between significant and less significant details * Student can often use their own words to restate the ideas in a text | * Student can effectively paraphrase texts in ways that maintain meaning and a logical order * Student can effectively identify key ideas in a section of text and/or a whole text * Student effectively consider the context surrounding a section of text to ensure ideas are interpreted correctly * Student effectively differentiate between significant and less significant details * Student effectively restates ideas from a text using one’s own words while maintaining the author’s intended message. |

**6.5 G Evaluate details read to determine key details.**

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| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Students ineffectively evaluate details read and are unable to determine key details. | * Student occasionally evaluate details read to determine key ideas. | * Student frequently evaluate details read to determine key ideas. | * Student effectively evaluate details read to determine key ideas. |

**6.5H Synthesize information to create a new understanding**

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| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student **ineffectively** identifies the authors purpose and is unable to communicate the meaning of the text. | * Student **occasionally** is able to identify the authors purpose and is able to communicate the meaning of the text. | * Student **frequently** is able to identify the authors purpose and is able to communicate the meaning of the text. | * Student **effectively** is able to identify the authors purpose and is able to communicate the meaning of the text. |

**6.9 A Explain the author's purpose and message within a text.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student **ineffectively** identifies the authors purpose and is unable to communicate the meaning of the text. | * Student **occasionally** is able to identify the authors purpose and is able to communicate the meaning of the text. | * Student **frequently** is able to identify the authors purpose and is able to communicate the meaning of the text. | * Student **effectively** is able to identify the authors purpose and is able to communicate the meaning of the text. |

## **6.5E Make connections to personal experiences, ideas in other texts, and society.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student **ineffectively** makes a connection between personal experiences and text. * Student **ineffectively** compares information from two or more texts. * Student **ineffectively** applies connections between real-life situations and the text. | * Student **occasionally** makes a connection and applies personal experiences to the text. * Student **occasionally** compares information from two or more texts. * Student **occasionally** applies connections between real-life situations and the text. | * Student **frequently** makes a connection and applies personal experiences to the text. * Student **frequently** compares information from two or more texts. * Student **frequently** applies connections between real-life situations and the text. | * Student **effectively** makes a connection and applies personal experiences to the text. * Student **effectively** compares information from two or more texts. * Student **effectively** applies connections between real-life situations and the text. |

6.10 Bi. **organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;**

|  |  |  |  |
| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student is not able to identify proper organization in writing. * Student cannot identify the different aspects of a stanza. * Student is not able to identify the importance the different parts of a poem. | * Student occasionally is able to identify the different parts of a poem and a drama. * Student is able to occasionally understand the acpects of drama and poetry. | * Student Frequently is able to identify the different parts of a poem and a drama. * Student is able to Frequently understand the acpects of drama and poetry. | * Student is able to identify the different parts of a poem and a drama. * Student is able to Frequently understand the acpects of drama and poetry. * Student is able to understand the important role that each play in writing. |

**6.10Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;**

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| --- | --- | --- | --- |
| **Does Not Meet** | **Approaches** | **Meets** | **Masters** |
| * Student is not able to identify important details and examples to include in writing. * Student is not able to identify figurative language to be used in poetry or drama writing. | * Student occasionally is able to include important information with depth although is not able to correlate it to the writing. | * Student frequently occasionally is able to include important information with depth although is not able to correlate it to the writing. * Student can identify figurative language and a the specific use in their writing. | * Student effectively identify the specific details and examples to include in their writing. * Student is able to use figurative language for depth and examples. * Student is able to tie examples into theme and writing in poem. |