

Level	Basic	Proficient	Advanced
<b>Policy Level PLDs</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Text Complexity Statements</b>	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		<b>Reading Literature (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details</b>	The <b>basic</b> student demonstrates understanding of the text by referring inconsistently to the text to ask and answer questions. <b>RL 3.1</b>	The <b>proficient</b> student demonstrates understanding of the text by referring explicitly to the text to ask and answer questions. <b>RL 3.1</b>	The <b>advanced</b> student demonstrates understanding of the text by referring explicitly and implicitly to the text to ask and answer complex questions about the text. <b>RL 3.1</b>
<b>Central Ideas</b>	The <b>basic</b> student uses simple details from the text to recount stories from diverse cultures, determine a directly stated lesson or central message, and explain how basic/simple story elements and the actions and motivations of characters contribute to the sequence of events. <b>RL 3.2 and RL 3.3</b>	The <b>proficient</b> student uses details from the the text to recount stories from diverse cultures, determine a lesson or central message, and explain how story elements and the actions of characters contribute to the sequence of events. <b>RL 3.2 and RL 3.3</b>	The <b>advanced</b> student uses specific details from the text to recount stories from diverse cultures, determine an inferred lesson or central message, and analyze how story elements and the actions and motivations of characters contribute to the sequence of events. <b>RL 3.2 and RL 3.3</b>
		<b>Craft and Structure</b>	
<b>Word Meanings/Language</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>RL 3.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>RL 3.4</b>	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>RL 3.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student uses simple structural elements of various literary genres to explain how successive parts of the text build upon one another (e.g., illustrations, chapter scene, stanza). <b>RL 3.5</b>	The <b>proficient</b> student uses structural elements of various literary genres to explain how successive parts of the text build upon one another (e.g., illustrations, chapter scene, stanza). <b>RL 3.5</b>	The <b>advanced</b> student uses increasingly complex structural elements of various literary genres to explain how successive parts of the text build upon one another (e.g., illustrations, chapter scene, stanza). <b>RL3.5</b>
<b>Point of View</b>	The <b>basic</b> student inconsistently distinguishes his/her own point of view from that of the narrator or other characters. <b>RL 3.6</b>	The <b>proficient</b> student distinguishes his/her own point of view from that of the narrator or other characters. <b>RL 3.6</b>	The <b>advanced</b> student analyzes the distinction between his/her own point of view and that of the narrator or other characters. <b>RL 3.6</b>
		<b>Reading Informational Text (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details/Central Ideas</b>	The <b>basic</b> student identifies the stated main idea of a text and how text-based details and examples support that main idea when asking and answering simple questions about the text. <b>RI 3.1 and RI 3.2</b>	The <b>proficient</b> student determines the main idea of a text and how text-based details and examples support that main idea when asking and answering questions about the text. <b>RI 3.1 and RI 3.2</b>	The <b>advanced</b> student analyzes the stated and implied main idea of a text and how text-based details and examples support that main idea when asking and answering complex questions about the text. <b>RI 3.1 and RI 3.2</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student uses simple details and language pertaining to time, sequence, and cause/effect to describe the directly stated relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. <b>RI 3.3</b>	The <b>proficient</b> student uses details and language pertaining to time, sequence, and cause/effect to describe the relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. <b>RI 3.3</b>	The <b>advanced</b> student uses specific details and language pertaining to time, sequence, and cause/effect to describe the stated, implied, or complex relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. <b>RI 3.3</b>

		Craft and Structure	
<b>Word Meanings</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including general academic and domain-specific words and phrases. <a href="#">RI 3.4</a>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including general academic and domain-specific words and phrases. <a href="#">RI 3.4</a>	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including general academic and domain-specific words and phrases. <a href="#">RI 3.4</a>
<b>Text Structures/Features</b>	The <b>basic</b> student uses simple text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). <a href="#">RI 3.5</a>	The <b>proficient</b> student efficiently uses text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). <a href="#">RI 3.5</a>	The <b>advanced</b> student uses increasingly complex text features and search tools to locate understated information within the text relevant to a given topic (e.g., key words, hyperlinks). <a href="#">RI 3.5</a>
<b>Reasoning and Evidence</b>	The <b>basic</b> student inconsistently distinguishes his/her own point of view from that of the author of a text. <a href="#">RI 3.6</a>	The <b>proficient</b> student distinguishes his/her own point of view from that of the author of a text. <a href="#">RI 3.6</a>	The <b>advanced</b> student analyzes the distinction between his/her own point of view and that of the author of a text. <a href="#">RI 3.6</a>
		Integration of Knowledge and Ideas (PAWS)	
<b>Text Structures and Features</b>	The <b>basic</b> student identifies aspects of illustrations that contribute to what is conveyed by the text. <a href="#">RL 3.7</a>	The <b>proficient</b> student describes how aspects of illustrations contribute to what is conveyed by the text. <a href="#">RL 3.7</a>	The <b>advanced</b> student analyzes how aspects of illustrations contribute to what is conveyed by the text. <a href="#">RL 3.7</a>
<b>Text Structures and Features</b>	The <b>basic</b> student uses simple/basic information from illustrations, along with the words in a text, to demonstrate understanding. <a href="#">RI 3.7</a>	The <b>proficient</b> student uses information from illustrations, along with the words in a text, to demonstrate understanding. <a href="#">RI 3.7</a>	The <b>advanced</b> student analyzes information from illustrations, along with the words in a text, to demonstrate understanding. <a href="#">RI 3.7</a>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student compares important points and details directly stated within and across multiple texts on the same topic and describes simple, logical connections between sentences and paragraphs in a text. <a href="#">RI 3.8 and RI 3.9</a>	The <b>proficient</b> student compares important points and details presented within and across multiple texts on the same topic and describes logical connections between sentences and paragraphs in a text. <a href="#">RI 3.8 and RI 3.9</a>	The <b>advanced</b> student compares important points and details presented within and across multiple texts on the same topic and describes complex or subtle, logical connections between sentences and paragraphs in a text. <a href="#">RI 3.8 and RI 3.9</a>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student identifies simply stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <a href="#">RL 3.9</a>	The <b>proficient</b> student compares and contrasts themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <a href="#">RL 3.9</a>	The <b>advanced</b> student compares and contrasts multiple complex themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <a href="#">RL 3.9</a>
		Language (PAWS)	
<b>Language Use</b>	The <b>basic</b> student demonstrates limited use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown, yet simple, words, phrases, and words with multiple meanings. <a href="#">L 3.4 a, b, and c</a>	The <b>proficient</b> student demonstrates use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown words, phrases, and words with multiple meanings. <a href="#">L 3.4 a, b, and c</a>	The <b>advanced</b> student demonstrates thorough use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown and complex words, phrases, and words with multiple meanings. <a href="#">L 3.4 a, b, and c</a>
<b>Language Use</b>	The <b>basic</b> student demonstrates limited understanding of word relationships and nuances in word meaning by making simple distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. <a href="#">L 3.5 a and c</a>	The <b>proficient</b> student demonstrates understanding of word relationships and nuances in word meaning by distinguishing between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. <a href="#">L 3.5 a and c</a>	The <b>advanced</b> student demonstrates thorough understanding of word relationships and nuances in word meaning by making subtle distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. <a href="#">L 3.5 a and c</a>
<b>Language Use</b>	The <b>basic</b> student accurately uses simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. <a href="#">L 3.6</a>	The <b>proficient</b> student accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. <a href="#">L 3.6</a>	The <b>advanced</b> student accurately uses complex, grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. <a href="#">L 3.6</a>

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<b>Writing (SAWS)</b>			
<b>Write/Revise Brief Texts (Opinion) and Edit/Clarify</b>	<p>The <b>basic</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the prompt by attempting to present an opinion.</li> <li>• Attempts to offer relevant reasons with few or no details that support the opinion.</li> <li>• Organizes response with limited structure and some transition words that inconsistently connect reasons to the opinion.</li> <li>• Reveals limited voice or style for intended audience. Uses limited/basic word choice.</li> <li>• Uses limited grade-appropriate writing mechanics. Spells common words correctly and uses some correct sentences and attempts to use varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. <b>W 3.1</b></li> </ul>	<p>The <b>proficient</b> student:</p> <ul style="list-style-type: none"> <li>• Responds sufficiently to the topic raised in the prompt by presenting an opinion.</li> <li>• Uses relevant reasons with some details that support the opinion.</li> <li>• Presents an organized introduction, body, and conclusion, including use of reasons, details, and transition words that connect reasons to the opinion.</li> <li>• Reveals appropriate voice or style for intended audience by using grade-appropriate descriptive word choice.</li> <li>• Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Provides a variety of sentence types. <b>W 3.1</b></li> </ul>	<p>The <b>advanced</b> student:</p> <ul style="list-style-type: none"> <li>• Responds effectively to the topic raised in the prompt by presenting a clear and focused opinion.</li> <li>• Offers relevant reasons with specific details that support the opinion.</li> <li>• Presents a logically organized introduction, body, and conclusion by effectively using reasons, details, and transition words that connect reasons to the opinion.</li> <li>• Uses engaging voice or style for intended audience by using precise and descriptive word choice.</li> <li>• Uses consistent, grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied sentences. <b>W 3.1</b></li> </ul>
<b>Write/Revise Brief Texts (Informative and Narrative) and Edit/Clarify</b>	<p>The <b>basic</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the prompt by attempting to present a main idea in response to the topic. Partially responds to the issue or topic. Uses limited relevant details that support the topic.</li> <li>• Develops an organized structure. Groups similar ideas together without a topic sentence.</li> <li>• Attempts to use appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format).</li> <li>• Attempts to use appropriate voice or style for intended audience. Uses limited personal voice and basic/predictable word choice or repetition of simple words and phrases.</li> <li>• Uses limited grade-appropriate writing mechanics. Spells common words correctly and sentences are simple and lack variety. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. <b>W 3.2 and W 3.3</b></li> </ul>	<p>The <b>proficient</b> student:</p> <ul style="list-style-type: none"> <li>• Presents a main idea in response to the topic by using relevant details.</li> <li>• Develops an organized structure. Groups similar ideas together with a topic sentence.</li> <li>• Demonstrates use of a writing format that supports the purpose for the writing (e.g., narrative or letter format).</li> <li>• Uses appropriate voice or style for intended audience. Uses personal voice and descriptive words or phrases.</li> <li>• Uses mostly grade-appropriate capitalization, punctuation, spelling, and grade-appropriate standard English grammar. Attempts to use varied sentences. <b>W 3.2 and W 3.3</b></li> </ul>	<p>The <b>advanced</b> student:</p> <ul style="list-style-type: none"> <li>• Develops a clear and focused main idea in response to the topic by using relevant and descriptive details.</li> <li>• Develops an organized structure. Effectively organizes similar ideas together with a topic sentence.</li> <li>• Demonstrates use of an effective writing format that supports the purpose for the writing (e.g., narrative or letter format).</li> <li>• Uses engaging voice or style for intended audience. Uses a variety of descriptive words or phrases.</li> <li>• Uses consistent grade-appropriate capitalization, punctuation, spelling, and standard English grammar with few errors. Uses varied sentences. <b>W 3.2 and W 3.3</b></li> </ul>

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<b>Text Complexity Statements</b>	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		<b>Reading Literature (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details</b>	The <b>basic</b> student refers to details and examples when asking and answering questions about the text. <b>RL 4.1</b>	The <b>proficient</b> student refers to details and examples when explaining what the text says explicitly and when drawing inferences from the text. <b>RL 4.1</b>	The <b>advanced</b> student demonstrates understanding of the text by using supporting details and examples to ask and answer involved questions about the text. <b>RL 4.1</b>
<b>Central Ideas</b>	The <b>basic</b> student draws upon simple details from the text to summarize, determine a simple/basic theme, and describe characters and story elements. <b>RL 4.2 and RL 4.3</b>	The <b>proficient</b> student draws upon details from the text to summarize, determine a lesson or central message, and explain how story elements and the actions and motivations of characters contribute to the sequence of events. <b>RL 4.2 and RL 4.3</b>	The <b>advanced</b> student draws upon specific details from the text to summarize, determine a more complex/implied theme, and describe characters and story elements. <b>RL 4.2 and RL 4.3</b>
		<b>Craft and Structure</b>	
<b>Word Meanings and Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. <b>RL 4.4</b>	The <b>proficient</b> student determines the meaning of words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. <b>RL 4.4</b>	The <b>advanced</b> student determines the intended meaning of complex words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. <b>RL 4.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student refers to parts of a text (e.g., chapters, stanzas, scenes, illustrations) when writing or speaking about a text to explain major differences between poems, dramas, and prose. <b>RL 4.5</b>	The <b>proficient</b> student refers to structural elements of literary genres when writing or speaking about a text to explain major differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza). <b>RL 4.5</b>	The <b>advanced</b> student refers to structural elements of literary genres when writing or speaking about a text to explain nuanced differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza). <b>RL 4.5</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student determines the point of view from which different stories are narrated, including the differences between first- and third-person narrations. <b>RL 4.6</b>	The <b>proficient</b> student compares and contrasts the point of view from which different stories are narrated, including the differences between first- and third-person narrations. <b>RL 4.6</b>	The <b>advanced</b> student compares, contrasts, and analyzes the point of view from which different stories are narrated, including the differences between first- and third-person narrations. <b>RL 4.6</b>

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
<b>Key Details and Central Ideas</b>	The <b>basic</b> student determines the simple or stated main idea of a text and how text-based details and examples support that main idea when summarizing and drawing sentence- or paragraph-level inferences from the text. <b>RI 4.1 and RI 4.2</b>	The <b>proficient</b> student determines the main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences from the text. <b>RI 4.1 and RI 4.2</b>	The <b>advanced</b> student determines the implied main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences based on multiple paragraphs or the full text. <b>RI 4.1 and RI 4.2</b>
<b>Central Ideas</b>	The <b>basic</b> student uses details to explain a basic/simple/short series of historical events, central ideas, scientific concepts, or technical procedures in a text. <b>RI 4.3</b>	The <b>proficient</b> student uses specific details to explain a series of historical events, central ideas, scientific concepts, or technical procedures in a text. <b>RI 4.3</b>	The <b>advanced</b> student uses specific details to explain a complex series of historical events, central ideas, scientific concepts, or technical procedures in a text. <b>RI 4.3</b>
		Craft and Structure	
<b>Word Meaning and Language Use</b>	The <b>basic</b> student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. <b>RI 4.4</b>	The <b>proficient</b> student determines the meaning of general academic and domain-specific words and phrases as they are used in a text. <b>RI 4.4</b>	The <b>advanced</b> student determines the meaning of complex general academic and domain-specific words and phrases as they are used in a text. <b>RI 4.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student describes the overall structure of simple events, ideas, concepts, or information in a text or part of a text. <b>RI 4.5</b>	The <b>proficient</b> student describes the overall structure of events, ideas, concepts, or information in a text or part of a text. <b>RI 4.5</b>	The <b>advanced</b> student describes the overall structure of complex events, ideas, concepts, or information in a text or part of a text. <b>RI 4.5</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student compares and contrasts different accounts of the same topic or event, describing the basic similarities and differences in focus and information provided. <b>RI 4.6</b>	The <b>proficient</b> student compares and contrasts different accounts of the same topic or event, describing the similarities and differences in focus and information provided. <b>RI 4.6</b>	The <b>advanced</b> student compares and contrasts different accounts of the same topic or event, describing the subtle or implied similarities and differences in focus and information provided. <b>RI 4.6</b>
		Integration of Knowledge and Ideas (PAWS)	
<b>Text Structures and Features</b>	The <b>basic</b> student interprets information presented in diverse but simple formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. <b>RI 4.7</b>	The <b>proficient</b> student interprets information presented in diverse formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. <b>RI 4.7</b>	The <b>advanced</b> student interprets information presented in diverse and complex formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. <b>RI 4.7</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student explains how an author uses reasons and evidence to support particular simple/obvious points in the text. <b>RI 4.8</b>	The <b>proficient</b> student explains how an author uses reasons and evidence to support particular points in the text. <b>RI 4.8</b>	The <b>advanced</b> student explains how an author uses reasons and evidence to support or evaluate particular and subtle points in the text. <b>RI 4.8</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student compares and contrasts less complex/simple themes, topics, and patterns of events in stories from different cultures. <b>RI 4.9</b>	The <b>proficient</b> student compares and contrasts themes, topics, and patterns of events in stories from different cultures. <b>RI 4.9</b>	The <b>advanced</b> student compares and contrasts complex themes, topics, and patterns of events in stories from different cultures. <b>RI 4.9</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student attempts to integrate directly stated information presented within and across two texts on the same topic. <b>RI 4.9</b>	The <b>proficient</b> student integrates directly stated information presented within and across two texts on the same topic. <b>RI 4.9</b>	The <b>advanced</b> student integrates stated or implied information presented within and across two texts on the same topic. <b>RI 4.9</b>

		<b>Language (PAWS)</b>	
<b>Language Use</b>	The <b>basic</b> student demonstrates partial use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of simple words and phrases and words with multiple meanings. <b>L 4.4 and L 4.4 a, b, and c</b>	The <b>proficient</b> student demonstrates use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of words and phrases and words with multiple meanings. <b>L 4.4 and L 4.4 a, b, and c</b>	The <b>advanced</b> student demonstrates thorough use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of complex words and phrases and words with multiple meanings. <b>L 4.4 and L 4.4 a, b, and c</b>
<b>Language Use</b>	The <b>basic</b> student demonstrates limited understanding of simple figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious nuances in word meanings. <b>L 4.5 and L 4.5 a, b, and c</b>	The <b>proficient</b> student demonstrates understanding of figurative language (simile, metaphor, common idioms, adages, and proverbs), word (antonyms and synonyms), and nuances in word meanings. <b>L 4.5 and L 4.5 a, b, and c</b>	The <b>advanced</b> student demonstrates thorough understanding of complex figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and subtle nuances in word meanings. <b>L 4.5 and L 4.5 a, b, and c, and L 5.6</b>
<b>Language Use</b>	The <b>basic</b> student accurately uses simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. <b>L 4.6</b>	The <b>proficient</b> student accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. <b>L 4.6</b>	The <b>advanced</b> student accurately uses complex, grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. <b>L 4.6</b>
		<b>Writing (SAWS)</b>	
		<b>N/A for Grade 4</b>	

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		<b>Reading Literature (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details</b>	The <b>basic</b> student quotes from the text when explaining what the text says explicitly. <b>RL 5.1</b>	The <b>proficient</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL 5.1</b>	The <b>advanced</b> student quotes accurately from the text when explaining what the text states explicitly, when drawing inferences, and when making connections with other texts. <b>RL 5.1</b>
<b>Central Ideas/Reasoning and Evidence</b>	The <b>basic</b> student draws upon simple details to summarize text and identifies how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. <b>RL 5.2</b>	The <b>proficient</b> student draws upon specific details to summarize text and describes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. <b>RL 5.2</b>	The <b>advanced</b> student draws upon complex details to summarize text and analyzes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a complex/implied theme. <b>RL 5.2</b>
	The <b>basic</b> student draws upon simple details in the text to compare and contrast two or more characters, settings, or events in a story or drama. <b>RL 5.3</b>	The <b>proficient</b> student draws upon specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. <b>RL 5.3</b>	The <b>advanced</b> student draws upon complex and specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. <b>RL 5.3</b>
		<b>Craft and Structure</b>	
<b>Word Meanings/Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). <b>RL 5.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). <b>RL 5.4</b>	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). <b>RL 5.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student uses concrete/simple structural elements of various literary genres to identify what is conveyed by words in the text and to explain how successive parts of the text build upon one another (e.g., illustrations, chapter, scene, stanza). <b>RL 5.5</b>	The <b>proficient</b> student uses structural elements of various literary genres to explain what is conveyed by words in the text and to explain how successive parts of the text build upon one another (e.g., illustrations, chapter, scene, stanza). <b>RL 5.5</b>	The <b>advanced</b> student analyzes how chapters, scenes, or stanzas of text fit together to provide the overall structure of a text. <b>RL 5.5</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student uses supporting evidence that is directly stated/obvious to determine the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. <b>RL 5.6</b>	The <b>proficient</b> student uses supporting textual evidence to explain the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. <b>RL 5.6</b>	The <b>advanced</b> student uses supporting textual evidence to analyze the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. <b>RL 5.6</b>

Reading Informational Text (PAWS)			
Key Ideas and Details			
<b>Key Details</b>	The <b>basic</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing sentence- or paragraph-level inferences from the text. <b>RI 5.1</b>	The <b>proficient</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI 5.1</b>	The <b>advanced</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text. <b>RI 5.1</b>
<b>Central Ideas</b>	The <b>basic</b> student determines multiple simple or stated main ideas of a text and explains how they are supported by key details and summarizes the text. <b>RI 5.2</b>	The <b>proficient</b> student determines multiple main ideas of a text and explains how they are supported by key details and summarizes the text. <b>RI 5.2</b>	The <b>advanced</b> student determines multiple implied main ideas of a text and explains how they are supported by key details and summarizes the text. <b>RI 5.2</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student uses specific details to explain the direct or simple relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. <b>RI 5.3</b>	The <b>proficient</b> student uses specific details to explain the relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. <b>RI 5.3</b>	The <b>advanced</b> student uses specific details to explain the implied or more complex relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. <b>RI 5.3</b>
Craft and Structure			
<b>Word Meaning/Language Use</b>	The <b>basic</b> student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. <b>RI 5.4</b>	The <b>proficient</b> student determines the meaning of general academic and domain-specific words and phrases as they are used in a text. <b>RI 5.4</b>	The <b>advanced</b> student determines the meaning of complex academic and domain-specific words and phrases as they are used in a text. <b>RI 5.4</b>
<b>Text Structures/Features</b>	The <b>basic</b> student compares and contrasts overall structure of simple events, ideas, concepts, or information between two or more texts. <b>RI 5.5</b>	The <b>proficient</b> student compares and contrasts overall structure of events, ideas, concepts, or information between two or more texts. <b>RI 5.5</b>	The <b>advanced</b> student compares and contrasts overall structure of complex events, ideas, concepts, or information between two or more texts. <b>RI 5.5</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student recognizes multiple accounts of the same topic or event, noting basic similarities and differences in the point of view represented. <b>RI 5.6</b>	The <b>proficient</b> student analyzes multiple accounts of the same topic or event, noting important similarities and differences in the point of view represented. <b>RI 5.6</b>	The <b>advanced</b> student analyzes multiple accounts of the same topic or event, noting important, implied similarities and differences in the point of view represented. <b>RI 5.6</b>
Integration of Knowledge and Ideas (PAWS)			
<b>Text Structures/Features</b>	The <b>basic</b> student draws on information from multiple types of sources to demonstrate ability to locate and answer simple questions or solve a basic problem. <b>RI 5.7</b>	The <b>proficient</b> student draws on information from multiple types of sources to demonstrate ability to locate and answer questions or solve a problem. <b>RI 5.7</b>	The <b>advanced</b> student draws on information from multiple types of sources to demonstrate ability to locate and answer difficult questions or solve a complex problem. <b>RI 5.7</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student recognizes how an author uses reasons and evidence to support particular and simple points in the text, including identifying which reasons and evidence support which point(s). <b>RI 5.8</b>	The <b>proficient</b> student explains how an author uses reasons and evidence to support particular points in the text, including identifying which reasons and evidence support which point(s). <b>RI 5.8</b>	The <b>advanced</b> student analyzes how an author uses reasons and/or evidence to support or evaluate particular points in the text, including identifying which reasons and evidence support which point(s). <b>RI 5.8</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student identifies similar themes and topics in stories of the same genre. <b>RL 5.9</b>	The <b>proficient</b> student compares and contrasts approaches to similar themes and topics in stories of the same genre. <b>RL 5.9</b>	The <b>advanced</b> student compares and contrasts approaches to complex themes and topics in stories of the same genre. <b>RL 5.9</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student integrates directly stated information presented within and across multiple texts on the same topic. <b>RI 5.9</b>	The <b>proficient</b> student integrates information presented within and across multiple texts on the same topic. <b>RI 5.9</b>	The <b>advanced</b> student integrates stated and implied information presented within and across multiple texts on the same topic. <b>RI 5.9</b>



		Language (PAWS)	
Language Use	The <b>basic</b> student determines or clarifies the meaning of unknown, yet simple, multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of simple words and phrases. <b>L 5.4 and L 5.4 a, b, and c</b>	The <b>proficient</b> student determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of words and phrases. <b>L 5.4 and L 5.4 a, b, and c</b>	The <b>advanced</b> student determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of complex words and phrases. <b>L 5.4 and L 5.4 a, b, and c</b>
Language Use	The <b>basic</b> student determines the meaning of simple academic and domain-specific words; recognizes, interprets, and explains the meaning of simple figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses simple relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). <b>L 5.5, L 5.5 a, b, and c, and L 5.6</b>	The <b>proficient</b> student determines the meaning of general academic and domain-specific words; recognizes, interprets, and explains the meaning of figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). <b>L 5.5, L 5.5 a, b, and c, and L 5.6</b>	The <b>advanced</b> student determines the meaning of complex general academic and domain-specific words; recognizes, interprets, and explains the meaning of complex figurative language (e.g., similes, metaphors, common idioms, adages, and proverbs) in context; uses abstract relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). <b>L 5.5, L 5.5 a, b, and c, and L 5.6</b>

Level	Basic	Proficient	Advanced
<b>Policy PLD</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Writing (SAWS)</b>			
<b>Write/Revise Brief Texts (Opinion/Informative/Narrative), Edit/Clarify</b>	<p>The <b>basic</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the prompt by attempting to present an opinion, explanation, or main idea.</li> <li>• Develops a limited response by including limited and/or irrelevant supporting or descriptive details and may attempt to connect reasons to opinions.</li> <li>• Organizes response with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion (or beginning or end). Inconsistently uses topic sentences or transitions between paragraphs.</li> <li>• Demonstrates little variation within use of limited or basic word choice; reveals limited voice or style that is appropriate for the intended purpose or audience.</li> <li>• Uses limited grade-appropriate writing mechanics. Spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Seldom uses varied and correct sentences. <b>W 5.1, W 5.2, and W 5.3</b></li> </ul>	<p>The <b>proficient</b> student:</p> <ul style="list-style-type: none"> <li>• Adequately responds to the topic raised in the prompt by presenting an opinion, explanation, or main idea.</li> <li>• Develops a response by including relevant supporting or descriptive details (that may support an opinion) in response to the topic.</li> <li>• Demonstrates a general progression of ideas, ordered paragraphs that include an introduction, body, and conclusion (or beginning, middle, and end). Uses topic sentences and transitions between paragraphs and connects reasons to opinions.</li> <li>• Uses grade-appropriate word choice. Uses voice or style that is appropriate for the intended purpose or audience.</li> <li>• Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences. <b>W 5.1, W 5.2, and W 5.3</b></li> </ul>	<p>The <b>advanced</b> student:</p> <ul style="list-style-type: none"> <li>• Effectively responds to the topic raised in the prompt by presenting a clear and focused opinion, explanation, or main idea.</li> <li>• Develops a clear and focused opinion/argument/claim, skillfully using clearly related supporting or descriptive details in response to the topic.</li> <li>• Presents a logically organized progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion (or beginning, middle, and end). Skillfully uses topic sentences and transitions within or between paragraphs and skillfully connects reasons to opinions.</li> <li>• Uses precise and sophisticated word choice with consistent voice or style that is appropriate for the intended purpose or audience.</li> <li>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses a variety of mostly correct sentences. <b>W 5.1, W 5.2, and W 5.3</b></li> </ul>
<b>Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LI/IN Reading)</b>	<p>The <b>basic</b> student:</p> <ul style="list-style-type: none"> <li>• Attempts to respond to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements.</li> <li>• Attempts to develop an organized essay. Uses little accurate and relevant evidence to support the response, and may omit the introduction, body, and/or conclusion.</li> <li>• Uses descriptive language. Uses limited voice and basic, predictable language.</li> <li>• Spells common words correctly. Uses limited grade-appropriate writing mechanics, including standard English grammar. Seldom uses varied and correct sentences. <b>W 5.9</b></li> </ul>	<p>The <b>proficient</b> students:</p> <ul style="list-style-type: none"> <li>• Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements.</li> <li>• Uses some accurate and relevant evidence to support the response.</li> <li>• Presents an organization of ideas, including an introduction, body, and conclusion. Uses topic sentences and varied transitions between paragraphs.</li> <li>• Uses precise and descriptive language to reveal an identifiable voice.</li> <li>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences. <b>W 5.9</b></li> </ul>	<p>The <b>advanced</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements.</li> <li>• Uses accurate and relevant evidence to support the response.</li> <li>• Presents an effective organization of ideas, including an effective introduction, body, and conclusion. Skillfully uses topic sentences and varied transitions between paragraphs.</li> <li>• Uses a variety of precise and descriptive language to reveal an engaging and identifiable voice.</li> <li>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Consistently uses a variety of correct sentences. <b>W 5.9</b></li> </ul>

Level	Basic	Proficient	Advanced
<b>Policy Level PLDs</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Text Complexity Statements</b>	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		<b>Reading Literature (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details</b>	The <b>basic</b> student cites textual evidence to support what the text says explicitly and when drawing sentence- and paragraph-level inferences and conclusions from text. <b>RL 6.1</b>	The <b>proficient</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions from text. <b>RL 6.1</b>	The <b>advanced</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs and the full text. <b>RL 6.1</b>
<b>Central Ideas/Uses Evidence</b>	The <b>basic</b> student draws on specific details from the text to summarize text, determine a simple theme, and identify how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution. <b>RL 6.2 and RL 6.3</b>	The <b>proficient</b> student draws on specific details from the text to objectively summarize text, determine a theme, and explain how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution. <b>RL 6.2 and RL 6.3</b>	The <b>advanced</b> student draws on specific or subtle details from the text to objectively summarize text, determine a complex theme, and analyze how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution. <b>RL 6.2 and RL 6.3</b>
		<b>Craft and Structure</b>	
<b>Word Meanings/Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text. <b>RL 6.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone. <b>RL 6.4</b>	The <b>advanced</b> student determines the meaning of <b>complex</b> words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone. <b>RL 6.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student analyzes how particular sentences, chapters, scenes, or stanzas fit within the overall simple structure and contribute to the theme, setting, or plot. <b>RL 6.5</b>	The <b>proficient</b> student analyzes how particular sentences, chapters, scenes, or stanzas fit within the overall structure/format of text and contribute to the theme, setting, or plot. <b>RL 6.5</b>	The <b>advanced</b> student analyzes how particular sentences, chapters, scenes, or stanzas fit within the overall and complex structure/format of text and contribute to the theme, setting, or plot. <b>RL 6.5</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student uses obvious or directly stated, text-based evidence to determine the author’s point of view or purpose and explains how it is conveyed or developed in the text. <b>RL 6.6</b>	The <b>proficient</b> student uses textual evidence to determine the author’s point of view or purpose and explains how it is conveyed or developed in the text. <b>RL 6.6</b>	The <b>advanced</b> student uses textual evidence, including text-based inferences/judgments, to determine the author’s point of view or purpose and explains how it is conveyed or developed in the text. <b>RL 6.6</b>

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
<b>Key Details</b>	The <b>basic</b> student cites textual evidence to support what the text says explicitly and when drawing sentence- and paragraph-level inferences and conclusions from text. <b>RI 6.1</b>	The <b>proficient</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions from text. <b>RI 6.1</b>	The <b>advanced</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. <b>RI 6.1</b>
<b>Central Ideas</b>	The <b>basic</b> student determines the stated central idea of a text and how it is conveyed through details; summarizes the text. <b>RI 6.2</b>	The <b>proficient</b> student determines the central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions or judgment. <b>RI 6.2</b>	The <b>advanced</b> student determines the implied central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions or judgment. <b>RI 6.2</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student analyzes how a simple event, idea, or key individual is introduced and illustrated in a text. <b>RI 6.3</b>	The <b>proficient</b> student analyzes how an event, idea, or key individual is introduced, illustrated, and elaborated in a text. <b>RI 6.3</b>	The <b>advanced</b> student analyzes how a complex event, idea, or key individual is introduced, illustrated, and elaborated in a text. <b>RI 6.3</b>
		Craft and Structure	
<b>Language Use</b>	The <b>basic</b> student determines the meaning of <b>simple</b> words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI 6.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI 6.4</b>	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI 6.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student analyzes how a particular sentence, paragraph, chapter, or section fits within the simple overall structure of text and contributes to the development of stated ideas. <b>RI 6.5</b>	The <b>proficient</b> student analyzes how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of ideas. <b>RI 6.5</b>	The <b>advanced</b> student analyzes how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of stated, as well as implied, ideas. <b>RI 6.5</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student uses evidence to identify the author’s point of view or purpose and explains how it is conveyed or developed in the text. <b>RI 6.6</b>	The <b>proficient</b> student uses textual evidence to explain the author’s point of view or purpose and explains how it is conveyed or developed in the text. <b>RI 6.6</b>	The <b>advanced</b> student uses textual evidence to analyze the author’s point of view or purpose and explains how it is conveyed or developed in the text. <b>RI 6.6</b>

		Integration of Knowledge and Ideas (PAWS)	
<b>Text Structures and Features</b>	The <b>basic</b> student integrates information in different formats, as well as in words, to develop coherent understanding of a basic topic or issue. <b>RI 6.7</b>	The <b>proficient</b> student integrates information in different formats, as well as in words, to develop coherent understanding of a topic or issue. <b>RI 6.7</b>	The <b>advanced</b> student integrates information in different formats, as well as in words, to develop coherent understanding of a complex topic or issue. <b>RI 6.7</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student traces and evaluates simple arguments and obvious claims in a text; distinguishes those claims supported by reasons and evidence from those that are not. <b>RI 6.8</b>	The <b>proficient</b> student traces and evaluates arguments and claims in a text; distinguishes those claims supported by reasons and evidence from those that are not. <b>RI 6.8</b>	The <b>advanced</b> student traces and evaluates complex arguments and implied claims in a text; distinguishes those claims supported by reasons and evidence from those that are not. <b>RI 6.8</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student compares and contrasts approaches to less complex/simple themes and topics in texts of different forms and genres. <b>RL 6.9</b>	The <b>proficient</b> student compares and contrasts approaches to themes and topics in texts of different forms and genres. <b>RL 6.9</b>	The <b>advanced</b> student compares and contrasts approaches to complex themes and topics in texts of different forms and genres. <b>RL 6.9</b>
	The <b>basic</b> student compares and contrasts one author’s presentation of simple events with that of another. <b>RI 6.9</b>	The <b>proficient</b> student compares and contrasts one author’s presentation of events with that of another. <b>RI 6.9</b>	The <b>advanced</b> student compares and contrasts one author’s presentation of complex events with that of another. <b>RI 6.9</b>
		Language (PAWS)	
<b>Language Use</b>	The <b>basic</b> student determines the meaning of unknown simple multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots to help determine the meanings of simple words and phrases and to clarify parts of speech. <b>L 6.4 and L 6.4 a, b, and c</b>	The <b>proficient</b> student determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases and to clarify parts of speech. <b>L 6.4 and L 6.4 a, b, and c</b>	The <b>advanced</b> student determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of complex words and phrases and to clarify parts of speech. <b>L 6.4 and L 6.4 a, b, and c</b>
<b>Language Use and Language/Vocabulary Use</b>	The <b>basic</b> student determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 6.5, L 6.5 a, b, and c, and L 6.6</b>	The <b>proficient</b> student determines the meaning of general academic and domain-specific words, interprets figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among the connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 6.5, L 6.5 a, b, and c, and L 6.6</b>	The <b>advanced</b> student determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among abstract connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 6.5, L 6.5 a, b, and c, and L 6.6</b>
		Writing (SAWS)	
<b>N/A for Grade 6</b>			

Level	Basic	Proficient	Advanced
<b>Policy Level PLDs</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Text Complexity Statements</b>	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		<b>Reading Literature (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details</b>	The <b>basic</b> student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. <b>RL 7.1</b>	The <b>proficient</b> student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. <b>RL 7.1</b>	The <b>advanced</b> student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text. <b>RL 7.1</b>
<b>Central Ideas</b>	The <b>basic</b> student determines how a simple theme or central idea develops over the course of the text and how literary elements interact; attempts to summarize text. <b>RL 7.2 and RL 7.3</b>	The <b>proficient</b> student determines how a theme or central idea develops over the course of a text and how literary elements interact; objectively summarizes text. <b>RL 7.2 and RL 7.3</b>	The <b>advanced</b> student analyzes how a complex theme or central idea develops over the course of a text and how literary elements interact; objectively summarizes text. <b>RL 7.2 and RL 7.3</b>
		<b>Craft and Structure</b>	
<b>Word Meanings and Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and identifies the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. <b>RL 7.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. <b>RL 7.4</b>	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. <b>RL 7.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student analyzes how the simple form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). <b>RL 7.5</b>	The <b>proficient</b> student analyzes how the form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). <b>RL 7.5</b>	The <b>advanced</b> student analyzes how the complex form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). <b>RL 7.5</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student uses limited evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of simple text. <b>RL 7.6</b>	The <b>proficient</b> student uses evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of the text. <b>RL 7.6</b>	The <b>advanced</b> student uses multiple pieces of evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of complex text. <b>RL 7.6</b>

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
<b>Key Details</b>	The <b>basic</b> student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. <b>RI 7.1</b>	The <b>proficient</b> student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. <b>RI 7.1</b>	The <b>advanced</b> student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. <b>RI 7.1</b>
<b>Central Ideas</b>	The <b>basic</b> student determines two or more stated and simple central ideas of a text and analyzes their development over the course of the text; summarizes the text. <b>RI 7.2</b>	The <b>proficient</b> student determines two or more central ideas of a text and analyzes their development over the course of the text; objectively summarizes the text. <b>RI 7.2</b>	The <b>advanced</b> student determines two or more central ideas (stated and implied) of a text and analyzes their development over the course of the text; objectively summarizes the text. <b>RI 7.2</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student analyzes simple interactions between individuals, events, and ideas in a text. <b>RI 7.3</b>	The <b>proficient</b> student analyzes the interactions between individuals, events, and ideas in a text. <b>RI 7.3</b>	The <b>advanced</b> student analyzes complex interactions between individuals, events, and ideas in a text. <b>RI 7.3</b>
		Craft and Structure	
<b>Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. <b>RI 7.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. <b>RI 7.4</b>	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. <b>RI 7.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student analyzes the structure of a simple text to explain how major sections contribute to the whole and to the development of directly stated ideas. <b>RI 7.5</b>	The <b>proficient</b> student analyzes the structure of a text to explain how major sections contribute to the whole and to the development of ideas. <b>RI 7.5</b>	The <b>advanced</b> student analyzes the structure of a complex text to explain how major sections contribute to the whole and to the development of directly stated and implied ideas. <b>RI 7.5</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student uses textual evidence to identify the author’s point of view or purpose and analyzes how the author distinguishes one position from other positions. <b>RI 7.6</b>	The <b>proficient</b> student uses textual evidence to determine the author’s point of view or purpose and analyzes how the author distinguishes one position from other positions. <b>RI 7.6</b>	The <b>advanced</b> student uses textual evidence to analyze the author’s point of view or purpose, as well as how the author distinguishes one position from other positions. <b>RI 7.6</b>

		Integration of Knowledge and Ideas (PAWS)	
<b>Reasoning and Evidence</b>	The <b>basic</b> student traces and evaluates simple arguments and claims in a text, assessing whether the reasoning is sound and the supporting evidence is relevant and sufficient. <b>RI 7.8</b>	The <b>proficient</b> student traces and evaluates arguments and claims in a text, assessing whether the reasoning is sound and the supporting evidence is relevant and sufficient. <b>RI 7.8</b>	The <b>advanced</b> student traces and evaluates complex arguments and claims in a text, assessing whether the reasoning is sound and the supporting evidence is relevant and sufficient. <b>RI 7.8</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student analyzes how authors of fiction use or alter history by comparing and contrasting literary elements in simple narratives of the same historical period; analyzes or compares how authors of text on the same simple topic shape their presentations of key information. <b>RL 7.9 and RI 7.9</b>	The <b>proficient</b> student analyzes how authors of fiction use or alter history by comparing and contrasting literary elements in narratives of the same historical period; analyzes or compares how authors of text on the same topic shape their presentations of key information. <b>RL 7.9 and RI 7.9</b>	The <b>advanced</b> student analyzes how authors of fiction use or alter history by comparing and contrasting literary elements in complex narratives of the same historical period; analyzes or compares how authors of text on the same complex topic shape their presentations of key information. <b>RL 7.9 and RI 7.9</b>
		Language (PAWS)	
<b>Language Use</b>	The <b>basic</b> student demonstrates limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. <b>L 7.4 a, b, and c</b>	The <b>proficient</b> student demonstrates use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases, to find the pronunciation of a word, and to clarify parts of speech. <b>L 7.4 a, b, and c</b>	The <b>advanced</b> student demonstrates thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine and understand the meanings of complex words and phrases, to find the pronunciation of a word, and to clarify parts of speech. <b>L 7.4 a, b, and c</b>
<b>Language Use and Language/Vocabulary Use</b>	The <b>basic</b> student determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 7.5, L 7.5 a, b, and c, and L 7.6</b>	The <b>proficient</b> student determines the meaning of general academic and domain-specific words, interprets figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 7.5, L 7.5 a, b, and c, and L 7.6</b>	The <b>advanced</b> student determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the subtle/implied connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 7.5, L 7.5 a, b, and c, and L 7.6</b>



Level	Basic	Proficient	Advanced
<b>Policy PLD</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Writing (SAWS)</b>			
<b>Write/Revise Brief Texts (Argumentative, Informative, Narrative), Edit/Clarify</b>	<p>The <b>basic</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the prompt by attempting to present a position, problem/solution, or main idea.</li> <li>• Attempts to present a position in response to the prompt by using partially relevant and/or irrelevant details, reasons, and evidence.</li> <li>• Organizes with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion or may omit the beginning or ending. Seldom uses topic sentences or transitions within and/or between paragraphs.</li> <li>• Uses limited or basic word choice. Uses vague or basic word choice to reveal limited voice, style, or tone to the intended purpose or audience.</li> <li>• Uses limited grade-appropriate writing mechanics. Spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Seldom uses varied and correct sentences. <b>W 7.1, 7.2, and 7.3</b></li> </ul>	<p>The <b>proficient</b> student:</p> <ul style="list-style-type: none"> <li>• Adequately responds to the topic raised in the prompt by presenting a position, problem/solution, or main idea.</li> <li>• Demonstrates ability to present a position using relevant details, examples, reasons, and evidence in response to the prompt.</li> <li>• Demonstrates a general progression of ideas with ordered paragraphs that include an introduction, body, and conclusion, or beginning, middle, and end. Uses topic sentences and transitions within and/or between paragraphs.</li> <li>• Uses precise and descriptive word choice to reveal voice, style, or tone to the intended purpose or audience.</li> <li>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. <b>W 7.1, W 7.2, and W 7.3</b></li> </ul>	<p>The <b>advanced</b> student:</p> <ul style="list-style-type: none"> <li>• Effectively responds to the topic raised in the prompt by presenting a clear and focused position, problem/solution, or main idea.</li> <li>• Effectively presents a clear and focused position using distinct details with precise reasons and relevant evidence in response to the prompt.</li> <li>• Presents a logical and coherent progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion and/or beginning, middle, and end. Skillfully uses topic sentences and transitions within or between paragraphs.</li> <li>• Uses varied, precise, and descriptive word choice to reveal voice, style, or tone to the intended purpose or audience.</li> <li>• Uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. <b>W 7.1, W 7.2, and W 7.3</b></li> </ul>
<b>Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LI/IN Reading)</b>	<p>The <b>basic</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements.</li> <li>• Uses little accurate and relevant evidence to support the response.</li> <li>• Attempts to group similar ideas together; presents an introduction or a conclusion. Lacks consistent use of topic sentences and transitions within and/or between paragraphs.</li> <li>• Uses limited voice and basic/predictable language.</li> <li>• Uses limited grade-appropriate writing mechanics, including standard English grammar. Spells common words correctly. Seldom uses varied and correct sentences. <b>W 7.9</b></li> </ul>	<p>The <b>proficient</b> students:</p> <ul style="list-style-type: none"> <li>• Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements.</li> <li>• Uses some accurate and relevant evidence to support the response.</li> <li>• Presents an organization of ideas, including an introduction, body, and conclusion. Uses topic sentences and varied transitions within and/or between paragraphs.</li> <li>• Uses some precise and descriptive language to reveal an identifiable voice.</li> <li>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. <b>W 7.9</b></li> </ul>	<p>The <b>advanced</b> student:</p> <ul style="list-style-type: none"> <li>• Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements.</li> <li>• Uses accurate and relevant evidence to support the response.</li> <li>• Presents an effective organization of ideas including an effective introduction, body, and conclusion. Skillfully uses topic sentences and varied transitions within and/or between paragraphs.</li> <li>• Uses precise and descriptive language to reveal an engaging and identifiable voice.</li> <li>• Uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. <b>W 7.9</b></li> </ul>

Level	Basic	Proficient	Advanced
<b>Policy Level PLDs</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Text Complexity Statements</b>	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		<b>Reading Literature (PAWS)</b>	
		<b>Key Ideas and Details</b>	
<b>Key Details</b>	The <b>basic</b> student considers evidence but cites that which supports analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. <b>RL 8.1</b>	The <b>proficient</b> student considers all evidence but cites that which most strongly supports analysis of what the text says explicitly and when drawing inferences from text. <b>RL 8.1</b>	The <b>advanced</b> student considers all evidence but cites that which most strongly supports analysis of what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. <b>RL 8.1</b>
<b>Central Ideas</b>	The <b>basic</b> student analyzes how a stated theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot. <b>RL 8.2</b>	The <b>proficient</b> student determines how a theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot. <b>RL 8.2</b>	The <b>advanced</b> student analyzes how an implied theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot. <b>RL 8.2</b>
<b>Central Ideas</b>	The <b>basic</b> student identifies dialogue or incidents that advance the plot, reveal aspects of characters, or provoke a decision (e.g., explain how an author shows how a character feels, explain how or why an event causes a problem); objectively summarizes simple text. <b>RL 8.3</b>	The <b>proficient</b> student determines how dialogue or incidents advance the plot, reveal aspects of characters, or provoke a decision; objectively summarizes text. <b>RL 8.3</b>	The <b>advanced</b> student analyzes how dialogue or incidents advance a complex plot or reveal subtle aspects of characters or provoke a decision (e.g., analyze plot shifts, evaluate how a character changes over the course of the text); objectively summarizes text. <b>RL 8.3</b>
		<b>Craft and Structure</b>	
<b>Word Meanings and Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone, including analogies or allusions to other texts. <b>RL 8.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone, including analogies or allusions to other texts. <b>RL 8.4</b>	The <b>advanced</b> student determines the meaning of <b>complex</b> words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone, including analogies or allusions to other texts. <b>RL 8.4</b>
<b>Text Structures and Features/Analysis Within or Across Texts</b>	The <b>basic</b> student compares and contrasts the simple structure, features, and formats of two or more texts and analyzes how the different structure of each text contributes to its meaning and style. <b>RL 8.5</b>	The <b>proficient</b> student compares and contrasts the structure, features, and formats of two or more texts and analyzes how the different structure of each text contributes to its meaning and style. <b>RL 8.5</b>	The <b>advanced</b> student compares and contrasts the complex structure, features, and formats of two or more texts and analyzes how the different structure of each text contributes to its meaning and style. <b>RL 8.5</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student identifies how differences in the points of view of the character, audience, or reader create effects (e.g., humor, suspense created through dramatic irony). <b>RL 8.6</b>	The <b>proficient</b> student analyzes how differences in the points of view of the character, audience, or reader create effects (e.g., humor, suspense created through dramatic irony). <b>RL 8.6</b>	The <b>advanced</b> student analyzes how differences in the points of view of the character, audience, or reader create multiple effects (e.g., humor, suspense created through dramatic irony). <b>RL 8.6</b>

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
<b>Key Details</b>	The <b>basic</b> student considers evidence but cites that which supports analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. <b>RI 8.1</b>	The <b>proficient</b> student considers all evidence but cites that which most strongly supports analysis of what the text says explicitly and when drawing inferences from text. <b>RI 8.1</b>	The <b>advanced</b> student considers all evidence but cites that which most strongly supports analysis of what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. <b>RI 8.1</b>
<b>Central Ideas</b>	The <b>basic</b> student determines the development of a stated central idea over the course of the text, including its relationship to other supporting ideas within the text; summarizes the text. <b>RI 8.2</b>	The <b>proficient</b> student analyzes the development of a central idea over the course of the text, including its relationship to other supporting ideas within the text; objectively summarizes the text. <b>RI 8.2</b>	The <b>advanced</b> student analyzes the development of a stated or implied central idea over the course of the text, including its relationship to other supporting ideas within the text; objectively summarizes the text. <b>RI 8.2</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student analyzes simple connections among and distinctions between individuals, events, or ideas in a text, including comparisons, analogies, or categories. <b>RI 8.3</b>	The <b>proficient</b> student analyzes connections among and distinctions between individuals, events, or ideas in a text, including comparisons, analogies, or categories. <b>RI 8.3</b>	The <b>advanced</b> student analyzes complex connections among and distinctions between individuals, events, or ideas in a text, including comparisons, analogies, or categories. <b>RI 8.3</b>
		Craft and Structure	
<b>Language Use</b>	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of word choice on meaning and tone, including analogies and allusions to other texts. <b>RI 8.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of word choice on meaning and tone, including analogies and allusions to other texts. <b>RI 8.4</b>	The <b>advanced</b> student determines the intended meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of word choice on meaning and tone, including analogies and allusions to other texts. <b>RI 8.4</b>
<b>Text Structures and Features</b>	The <b>basic</b> student analyzes the simple structure of a specific paragraph and the role/impact of sentences in developing and refining basic concepts. <b>RI 8.5</b>	The <b>proficient</b> student analyzes the structure of a specific paragraph and the role/impact of sentences in developing and refining key concepts. <b>RI 8.5</b>	The <b>advanced</b> student analyzes the complex structure of a specific paragraph and the role/impact of sentences in developing and refining advanced concepts. <b>RI 8.5</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student uses limited textual evidence to identify the author’s point of view or purpose and analyzes how the author acknowledges/responds to conflicting evidence or viewpoints. <b>RI 8.6</b>	The <b>proficient</b> student uses textual evidence to determine the author’s point of view or purpose and analyzes how the author acknowledges/responds to conflicting evidence or viewpoints. <b>RI 8.6</b>	The <b>advanced</b> student uses textual evidence to analyze the author’s point of view or purpose, and analyzes how the author acknowledges/responds to conflicting evidence or viewpoints. <b>RI 8.6</b>

Integration of Knowledge and ideas (PAWS)			
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student provides a limited analysis of how a modern work of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. <b>RL 8.9</b>	The <b>proficient</b> student provides an analysis of how a modern work of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. <b>RL 8.9</b>	The <b>advanced</b> student provides an analysis of how multiple modern works of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. <b>RL 8.9</b>
<b>Reasoning and Evidence</b>	The <b>basic</b> student traces and evaluates simple arguments and claims in a text, assessing whether the reasoning is sound and supporting evidence is relevant and sufficient; recognizes irrelevant information. <b>RI 8.8</b>	The <b>proficient</b> student traces and evaluates arguments and claims in a text, assessing whether the reasoning is sound and supporting evidence is relevant and sufficient; recognizes irrelevant information. <b>RI 8.8</b>	The <b>advanced</b> student traces and evaluates complex arguments and claims in a text, assessing whether the reasoning is sound and supporting evidence is relevant and sufficient; recognizes irrelevant information. <b>RI 8.8</b>
<b>Analysis Within or Across Texts</b>	The <b>basic</b> student analyzes a situation of conflicting information in two or more texts on the same simple topic to identify where the texts disagree on matters of fact or interpretation. <b>RI 8.9</b>	The <b>proficient</b> student analyzes a situation of conflicting information in two or more texts on the same topic to identify where the texts disagree on matters of fact or interpretation. <b>RI 8.9</b>	The <b>advanced</b> student analyzes a situation of conflicting information in two or more texts on the same <b>complex</b> topic to identify where the texts disagree on matters of fact or complex interpretation. <b>RI 8.9</b>
Language (PAWS)			
<b>Language Use</b>	The <b>basic</b> student demonstrates limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of <b>simple</b> words and phrases, to find the pronunciation of a word, and to clarify parts of speech. <b>L 8.4 a, b, and c</b>	The <b>proficient</b> student demonstrates use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases, to find the pronunciation of a word, and to clarify parts of speech. <b>L 8.4 a, b, and c</b>	The <b>advanced</b> student demonstrates thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of complex words and phrases, to find the pronunciation of a word, and to clarify parts of speech. <b>L 8.4 a, b, and c</b>
<b>Language Use/Language and Vocabulary Use</b>	The <b>basic</b> student determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 8.5 and L 8.5 a, b, and c, and L 8.6</b>	The <b>proficient</b> student determines the meaning of general academic and domain-specific words, interprets figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 8.5 and L 8.5 a, b, and c, and L 8.6</b>	The <b>advanced</b> student determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the implied connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). <b>L 8.5 and L 8.5 a, b, and c, and L 8.6</b>
Writing (SAWS)			
<b>N/A for Grade 8</b>			