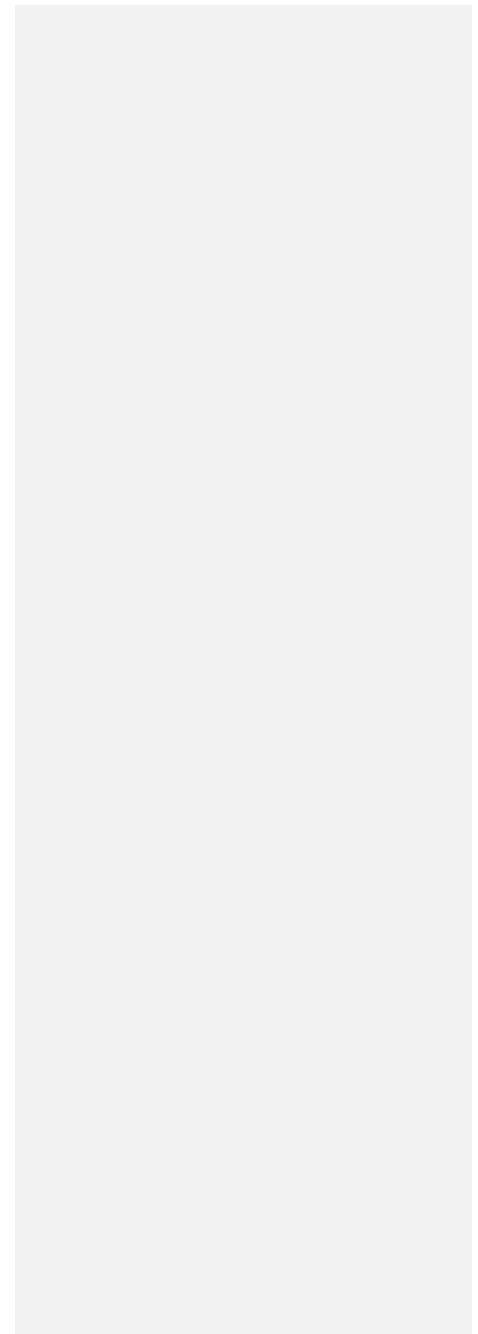


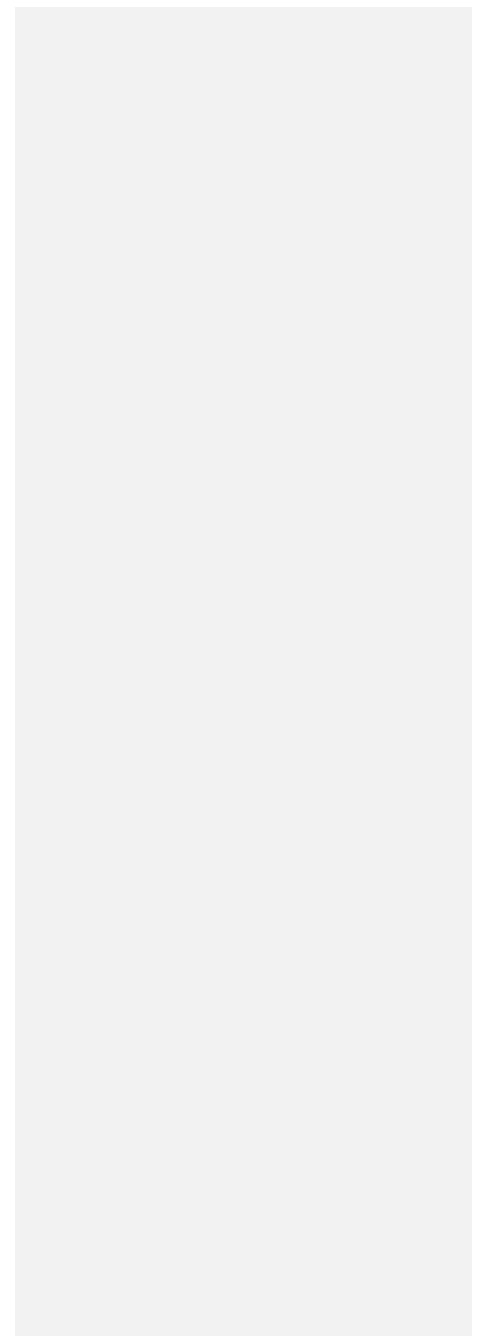
Chris Crouch 12/10/13 2:37 PM
Comment [1]: How do you assess text complexity to meet student needs?

		CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
Grade 8	In Grade 8, students will refine the ability to determine a theme or central idea of a text and provide an objective summary, as stated in Grade 7 expectations, and also develop skills to connect to characters, setting, plot and supporting ideas to a central idea or theme.						
	Emerging	Ideas for Progress	Developing	Ideas for Progress	Accomplishing	Ideas for Progress	Surpassing
	With instructional supports students determine theme or central idea, provide an objective summary, and connect theme or central idea to characters, settings, plot, or supporting ideas with text below grade level complexity.		With instructional supports, students determine theme or central idea, provide an objective summary, and connect theme or central idea to characters, setting, plot or supporting ideas with text at grade level complexity		At grade level complexity, students independently determine theme or central idea, provide an objective summary, and connect theme or central idea to characters, setting, plot, or supporting ideas.		With instructional supports, students determine theme or central idea, provide an objective summary, and connect theme or central idea to characters, setting, plot, or supporting ideas with text beyond grade level complexity.

		CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
Instructional Applications							
Correlated Standards in Italics (Part of instruction, but not assessed)							



		CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
Possible Examples: Students in this category can:							



How will you scaffold skills and experiences to bridge student performance to developing?

What data indicates to you that a student needs these instructional supports?

How do these instructional strategies scaffold students toward independence?

How do you assess text complexity to meet student needs?

What formative feedback will you provide students to propel students forward in their thinking?

How does your grade level standard differ in the progression in the standards above and below grade level?

How does this standard contribute toward the critical ability of independence?