College and Career Readiness Standard Rubrics: CCR Anchor 5

# CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.***Level A Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Identify the front cover, back cover, and title page of a book (RI.K.5)
 | * Recognize common types of texts. (RL.K.5)
 | * With prompting and support identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 | * Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)
 |

# CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.***Level B Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Participate in a think aloud with classmates and teacher to identify text features and with modeling and support, use text features to locate information in a text.
 | * Identify text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and make appropriate predictions about how they are used in the text and how they might help a reader locate information.
 | * With prompting and support, use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
* With prompting and support, use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 | * Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)
* Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
 |

# CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.***Level C Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With teacher prompting and the support of graphic organizers, identify key words and elements that distinguish different text structures (e.g., chronology, comparison, cause/effect, problem/solution) and correctly match the structures to actual texts.
 | * Identify key words and elements that distinguish different text structures (e.g., chronology, comparison, cause/effect, problem/solution) and correctly match the structures to actual texts.
 | * With prompting and support, describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. .
* With prompting and support, compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 | * Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)
* Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)
 |

# CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.***Level D Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Participate in a think-aloud with teacher and classmates to identify a particular sentence, paragraph, chapter, or section of a text and make appropriate connections to another part of the text in order to determine patterns and draw conclusions about larger themes in the overall text and make appropriate inferences about the author’s choices concerning text structure.
 | * Identify a particular sentence, paragraph, chapter, or section of a text and make appropriate connections to another part of the text in order to determine patterns and draw conclusions about larger themes in the overall text.
* Identify the structure an author uses to organize a text and with the support of the teacher and classmates make appropriate inferences about the author’s choices.
 | * With prompting and support, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
* With prompting and support, analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
 | * Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)
* Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)
 |

# CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.***Level E Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With the support of a teacher and classmates, participate in a close reading in order to analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 | * Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI .8.5)
 | * With prompting and support, analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
* With prompting and support, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 | * Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)
* Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)
 |