Performance Level Descriptors
When reading texts of increasing complexity,* students achieving Accomplished Performance can
• Use context to determine the meaning of unfamiliar words and multiple-meaning words
• Make inferences and use text evidence to support understanding of informational and narrative text, with adult assistance
• Discuss topics in informational texts and themes in narrative texts
• Identify the author's purpose for writing text
• Use coordinating conjunctions to form compound subjects, predicates, and sentences
• Revise drafts by adding and deleting ideas to improve sentence structure and word choice
When reading texts of increasing complexity,* students achieving Satisfactory Performance can
• Use context within and beyond a sentence to determine the meaning of unfamiliar words
• Evaluate details to determine what is most important
• Describe plot elements including sequence of events, conflict, and resolution
• Revise drafts by adding or deleting sentences for improved clarity
When reading texts of increasing complexity,* students achieving Developing Performance can
• Use illustrations and texts to clarify word meanings, with adult assistance
• Synthesize information to create new understanding, with adult assistance
• Identify characters, events, or settings, with adult assistance
• Identify capitalization in days of the week and months of the year, with adult assistance
• Revise drafts by adding details using pictures or words, with adult assistance

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging; (2) sentence structures may be more varied and sophisticated; (3) the topic/content may be less familiar or more challenging; and (4) relationships among ideas may require more reasoning and inferential thinking. This applies to text that is read aloud to the student as well as text the student may be able to read independently.