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Range Performance Level Descriptors

TEKS Thinking-Level Instructional Report

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Composition, Genres, Inquiry and Research, and Response Skills

TEKS 7, 11, 12, and 13 • Grade 5 English Language Arts and Reading

PREPARED BY

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TEKS 7, Response Skills

7(D) Retell and paraphrase texts

TEKS expectation: retell and paraphrase texts in ways that maintain meaning and logical order;

Assessment note: Place the student at the highest level demonstrated consistently without support; use the next row as the target behavior for instruction and progress monitoring.

Thinking Level	Observable Performance & Thinking Evidence	Instructional Adjustment / Next Move
● **Foundational** (Beginning)	Student work looks like: Retells random or disconnected details, copies wording from the source, or changes the meaning of the original text. Logical order is not maintained. Thinking revealed: The student has not yet distinguished retelling from copying and does not control the sequence or meaning of the original.	Model retelling with sequencing cards, beginning/middle/end frames, and oral rehearsal. Use short, familiar texts and ask the student to retell before writing.
■ **Emergent** (Developing)	Student work looks like: Retells key events or ideas in a mostly logical order but may omit important information, add inaccurate details, or rely heavily on the original wording. Thinking revealed: The student understands the purpose of retelling but does not yet consistently maintain meaning and sequence independently.	Use a checklist: Did I include the most important parts? Is the order correct? Did I use my own words? Practice paraphrasing one sentence at a time, then expand to short passages.
▼ **Visible** (Engaging)	Student work looks like: Retells or paraphrases the text in a logical order that maintains the original meaning. Most key ideas and events are included, and the student uses substantially original wording. Thinking revealed: The student can process and reorganize text information while preserving meaning. Paraphrasing is functional in familiar contexts.	Ask students to compare their retelling to the original for accuracy and completeness. Practice paraphrasing increasingly complex passages and noting where meaning might shift.
▲ **Independent** (Independent)	Student work looks like: Independently retells and paraphrases texts accurately, maintaining meaning and logical order. Captures key ideas, omits minor details appropriately, and uses original language throughout. Thinking revealed: The student demonstrates control over both the content and the language of the retelling, treating it as a comprehension task.	Shift to longer and more complex texts. Ask students to retell for different purposes or audiences and to evaluate whether their retelling captures the essential meaning.
◆ **Reflective** (Highly Independent)	Student work looks like: Retells and paraphrases with precision, maintaining nuance, emphasis, and logical order. Can adjust the retelling for different audiences or purposes and explain choices about what to include or omit. Thinking revealed: The student monitors the retelling process strategically, making deliberate decisions about emphasis, detail, and language.	Extend with multi-text retelling, summary versus retelling comparisons, and reflection on how audience and purpose shape what is included in a paraphrase.

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TEKS 11 , Writing Process

11(D)(iii) Singular, plural, common, and proper nouns

TEKS expectation: singular, plural, common, and proper nouns;

Assessment note: Place the student at the highest level demonstrated consistently without support; use the next row as the target behavior for instruction and progress monitoring.

Thinking Level	Observable Performance & Thinking Evidence	Instructional Adjustment / Next Move
● **Foundational** (Beginning)	Student work looks like: Uses nouns inconsistently or confuses singular/plural and common/proper forms. Capitalization and plural formation errors are frequent. Thinking revealed: The student is still developing the categories and patterns that distinguish noun types and number.	Use concrete sorting, noun hunts, and oral-to-written transformations: one/more than one and general/specific name. Practice a few plural patterns at a time.
■ **Emergent** (Developing)	Student work looks like: Correctly uses familiar noun forms but makes errors with irregular plurals, proper noun capitalization, or switching between singular and plural references. Thinking revealed: The student recognizes the categories but applies them inconsistently during authentic writing.	Use short editing sets tied to the student's own draft. Ask the student to label the noun type only when correcting an error and to explain the clue used.
▼ **Visible** (Engaging)	Student work looks like: Uses singular, plural, common, and proper nouns correctly in most writing. Errors occur mainly with less familiar irregular forms or complex names. Thinking revealed: The response shows functional control and growing self-monitoring of noun form and capitalization.	Increase variety of noun forms and have students replace vague nouns with precise nouns. Add proofreading for number consistency and naming conventions.
▲ **Independent** (Independent)	Student work looks like: Consistently uses and edits noun forms accurately, including appropriate capitalization of proper nouns and correct singular/plural forms. Thinking revealed: The student applies noun conventions automatically enough to support fluent composition.	Shift to precision and cohesion: select specific nouns, maintain consistent references, and reduce unnecessary repetition.
◆ **Reflective** (Highly Independent)	Student work looks like: Chooses noun forms strategically for specificity, cohesion, and style and can explain subtle distinctions in number, naming, and reference. Thinking revealed: The student integrates grammatical accuracy with lexical precision and reader awareness.	Extend through revision for diction, nominal reference across paragraphs, and analysis of how precise naming changes tone or clarity.

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TEKS 12 , Genres

12(A) Compose literary texts: personal narratives and poetry

TEKS expectation: compose literary texts, including personal narratives and poetry, using genre characteristics and craft;

Assessment note: Place the student at the highest level demonstrated consistently without support; use the next row as the target behavior for instruction and progress monitoring.

Thinking Level	Observable Performance & Thinking Evidence	Instructional Adjustment / Next Move
● **Foundational** (Beginning)	Student work looks like: Produces a list, summary, or loosely related sentences with few recognizable narrative or poetic characteristics. Craft choices are largely absent. Thinking revealed: The student may have ideas to share but has not yet organized them through the expectations of a literary genre.	Teach one genre at a time with clear mentor-text features. Use oral storytelling, event sequencing, sensory detail, line/stanza modeling, and imitation before independent composition.
■ **Emergent** (Developing)	Student work looks like: Uses some genre characteristics, such as characters/events in a narrative or line breaks/repetition in a poem, but features and craft are incomplete or inconsistent. Thinking revealed: The student recognizes what the genre looks like but is still learning how genre features create meaning.	Use a small craft menu and focused imitation. Ask the student to add or strengthen one required genre feature and explain what it does for the reader.
▼ **Visible** (Engaging)	Student work looks like: Creates a recognizable personal narrative or poem with relevant details and several appropriate genre characteristics. Craft is visible but may be uneven or predictable. Thinking revealed: The student can sustain the genre and intentionally use some craft choices to shape the reader's experience.	Move beyond feature checklists. Compare mentor passages and ask students to revise one craft element, voice, imagery, pacing, dialogue, repetition, or structure, for stronger effect.
▲ **Independent** (Independent)	Student work looks like: Independently composes meaningful literary texts using genre characteristics and craft to develop experience, image, emotion, or idea. Thinking revealed: The student controls genre conventions and uses craft purposefully rather than decoratively.	Increase choice and complexity. Ask students to select craft techniques based on intended effect and to revise for consistency of voice and genre.
◆ **Reflective** (Highly Independent)	Student work looks like: Adapts or blends literary conventions strategically, using voice, imagery, structure, pacing, sound, or other craft choices to create nuanced effects and can explain those decisions. Thinking revealed: The student demonstrates authorial thinking and evaluates how craft shapes interpretation.	Extend with style studies, alternate versions, audience shifts, and reflection comparing the impact of different literary choices.

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