**5th Grade Level 1 Understanding**

**Reading Literacy Texts**

* **Target 1. KEY DETAILS**: Identify explicit details and implicit information from the text to support answers or inferences provided by the item.
  + Level 1 students should be able to minimally identify details and information to support answers regarding or inferences in texts of low complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas/key events.
  + Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.
* **Target 3. WORD MEANINGS**: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).
  + Level 1 students should be able to minimally determine the intended meaning of a few common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of low complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view).
  + Level 1 students should be able to minimally use, with significant support (e.g., within highlighted text or a shorter passage), supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of low complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
  + Level 1 students should be able to compare, with significant support (e.g., within highlighted text or a shorter passage), how information is presented within texts of low complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
* **Target 6. TEXT STRUCTURES & FEATURES**: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
  + Level 1 students should be able to provide, with significant support (e.g., within highlighted text or a shorter passage), a minimal analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of low complexity and analyze the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings.
  + Level 1 students should be able to correctly identify, with significant support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.

**Reading Informational Texts**

* **Target 8. KEY DETAILS**: Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them.
  + Level 1 students should be able to use, with significant support (e.g., highlighted text), limited information from text to support answers or inferences about information presented in texts of low complexity.
* **Target 9. CENTRAL IDEAS**: Summarize central ideas, key events, procedures, or topics and subtopics.
  + Level 1 students should be able to, with significant support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
  + Level 1 students should be able to determine, with significant support (e.g., within highlighted text or a shorter passage) and in texts of low complexity, , the intended meaning of a few common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas).
  + Level 1 students should be able to minimally use, with significant support (e.g., explicit directions, step-by-step support), supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of low complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts, showing relationships among targeted aspects (point of view, genre features, topic).
  + Level 1 students should be able to, with significant support (e.g., explicit directions, step-by-step support), minimally use evidence to compare how information (events, people, ideas, topic) is presented in texts of low complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures to compare or connect information across texts.
  + Level 1 students should be able to relate, with significant support (e.g., explicit directions, step-by-step support), knowledge of text structures to identify information across texts of low complexity.
* **Target 14. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context.
  + Level 1 students should be able to identify, with significant support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.

**Writing**

* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured paragraph, demonstrating minimal use of narrative techniques, chronology, and transitional strategies for coherence.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full but simply structured compositions, demonstrating minimal use of narrative techniques, chronology, and appropriate transitions for coherence.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.
  + Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured informational/explanatory paragraph, minimally demonstrating an ability to organize ideas by stating a weak focus or weak supporting evidence, providing some elaboration, or writing weak body paragraphs or an underdeveloped conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full, simple informational/explanatory text on a topic, in which there may be minimal attention to purpose and audience, weak organization of ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.
  + Level 1 students should be able to provide minimal evidence that they can use appropriate text features (e.g., headings, bold text, captions, etc.) in informational texts that are consistent with meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.
  + Level 1 students should be able to provide minimal evidence that they can write or revise one simple paragraph, in which there may be a poorly stated opinion about topics or sources, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple opinion pieces, in which there may be a minimally stated opinion about a topic or source, minimal attention to purpose and audience, weakly organized ideas, use of few structures and few transitional strategies for coherence, weak identification of evidence/reasons, and an underdeveloped conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 1 students should be able to provide, with significant support (e.g., select from a word list), minimal evidence that they can use some basic language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 1 students should be able to provide minimal evidence that they can edit text, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
  + Level 1 students should be able to provide, with substantial guidance and support (e.g., explicit direction, whole broken into parts), minimal evidence that they can use the tools of technology (including the Internet) to produce and publish writing.

**Listening**

* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 1 students should be able to provide minimal evidence that they can interpret and use information delivered orally or audio-visually with significant support (e.g., guided direction, repeated listening or viewing).

**Research**

* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.
  + Level 1 students should be able to provide minimal evidence that they can conduct short and simple research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.
  + Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* **Target 3. ANALYZE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion).
  + Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* **Target 4. USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.
  + Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can identify information from several sources on the same topic to generate an opinion and write about the subject knowledgeably.

**5rd Grade Level 2 Understanding**

**Reading Literacy Texts**

**-Threshold:** The student who just enters Level 2 should be able to:

* Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.
* Use some explicit and limited implicit information to support emerging inferences or analyses.
* Partially summarize central ideas and some key events.
* Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.
* Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts.
* Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.
* Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
* Interpret the meaning of some common figurative language.
* **Target 1. KEY DETAILS**: Identify explicit details and implicit information from the text to support answers or inferences provided by the item.
  + Level 2 students should be able to partially identify some details and information from the text to support answers regarding or inferences made in texts of moderate complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas/key events.
  + Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.
* **Target 3. WORD MEANINGS**: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).
  + Level 2 students should be able to partially determine the intended meaning of some common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of moderate complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view).
  + Level 2 students should be able to use, with minimal support (e.g. directive or general feedback), some supporting evidence to partially justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
  + Level 2 students should be able to compare, with minimal support (e.g., within highlighted text or a shorter passage), how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
* **Target 6. TEXT STRUCTURES & FEATURES**: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
  + Level 2 students should be able to provide, with minimal support (e.g., within highlighted text or a shorter passage), a partial analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of moderate complexity and analyze the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings.
  + Level 2 students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.

**Reading Informational Texts**

**-Threshold:** The student who just enters Level 2 should be able to:

* Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.
* Use some explicit and limited implicit information to support emerging inferences or analyses.
* Partially summarize central ideas and some key events.
* Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.
* Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity.
* Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.
* Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
* Interpret the meaning of some common figurative language.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them.
  + Level 2 students should be able to use, with minimal support (e.g., highlighted text), information from text to partially support answers or inferences about information presented in texts of moderate complexity.
* **Target 9. CENTRAL IDEAS**: Summarize central ideas, key events, procedures, or topics and subtopics.
  + Level 2 students should be able to, with minimal support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of moderate complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
  + Level 2 students should be able to determine, with some support and in texts of moderate complexity, the intended meaning of some common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas).
  + Level 2 students should be able to partially use supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts, showing relationships among targeted aspects (point of view, genre features, topic).
  + Level 2 students should be able to, with minimal support (e.g., directive feedback), partially use evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures to compare or connect information across texts.
  + Level 2 students should be able to partially relate, with minimal support (e.g., directive feedback), knowledge of text structures to compare or make obvious connections using information across texts of moderate complexity.
* **Target 14. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context.
  + Level 2 students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.

**Writing**

**-Threshold:** The student who just enters Level 2 should be able to:

* Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.
* Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author’s craft.
* Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion.
* Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion.
* Use some appropriate text features headings, bold text, captions, etc.) in informational texts to enhance meaning.
* Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.
* Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion.
* With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full compositions, demonstrating limited use of narrative techniques, chronology, appropriate transitions for coherence, and/or author’s craft.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.
  + Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, demonstrating a limited ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, in which there may be occasional attendance to purpose and audience, organization of ideas by partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.
  + Level 2 students should be able to provide partial evidence that they can use some appropriate text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.
  + Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, in which there may be a limited statement of opinion about topics or sources, a loose context, minimally organized ideas, partially developed evidence/reasons and elaboration, and a conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attendance to purpose and audience, limited organization of ideas, partial statement of a context and focus, some structures and transitional strategies for coherence, some development of evidence/reasons, some elaboration, and a simple conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 2 students should be able to provide, with minimal support (e.g., with directive feedback), partial evidence that they can use common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 2 students should be able to provide partial evidence that they can apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
  + Level 2 students should be able to provide, with some guidance and support (e.g., whole broken into parts), partial evidence that they can use the tools of technology (including the Internet) to produce and publish writing.

**Listening**

**-Threshold:** The student who just enters Level 2 should be able to:

* Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 2 students should be able to provide partial evidence that they can summarize and use information delivered orally or through audio-visual materials with some support (e.g., directive feedback).

**Research**

**-Threshold:** The student who just enters Level 2 should be able to:

* Begin to conduct simple, short research projects with some guidance.
* With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.
  + Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.
  + Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* **Target 3. ANALYZE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion).
  + Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* **Target 4. USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.
  + Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

**5th Grade Level 3 Understanding**

**Reading Literacy Texts**

**-Threshold:** The student who just enters Level 3 should be able to:

* With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.
* Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases.
* Accurately summarize central ideas and key events.
* With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.
* Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.
* With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.
* With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
* **Target 1. KEY DETAILS**: Identify explicit details and implicit information from the text to support answers or inferences provided by the item.
  + Level 3 students should be able to adequately identify explicit details and implicit information to support answers regarding or inferences in texts of moderate-to-high complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas/key events.
  + Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate-to-high complexity.
* **Target 3. WORD MEANINGS**: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).
  + Level 3 students should be able to adequately determine the intended or precise meaning of most common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of moderate-to-high complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view).
  + Level 3 students should be able to adequately use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate-to-high complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
  + Level 3 students should be able to adequately analyze or compare how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
* **Target 6. TEXT STRUCTURES & FEATURES**: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
  + Level 3 students should be able to provide an adequate and relevant analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of moderate-to-high complexity and analyze the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings.
  + Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.

**Reading Informational Texts**

**-Threshold:** The student who just enters Level 3 should be able to:

* With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.
* Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases.
* Accurately summarize central ideas and key events.
* With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.
* Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.
* With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.
* With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them.
  + Level 3 students should be able to adequately use explicit details and implicit information from text to support answers or inferences about information presented in texts of moderate-to-high complexity.
* **Target 9. CENTRAL IDEAS**: Summarize central ideas, key events, procedures, or topics and subtopics.
  + Level 3 students should be able to provide adequate summaries of central ideas, key events, procedures, or topics and subtopics in texts of moderate-to-high complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
  + Level 3 students should be able to adequately determine, in texts of moderate-to-high complexity, the intended meaning of common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas).
  + Level 3 students should be able to use adequate supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate-to-high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts, showing relationships among targeted aspects (point of view, genre features, topic).
  + Level 3 students should be able to adequately analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate-to-high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures to compare or connect information across texts.
  + Level 3 students should be able to adequately relate knowledge of text structures to effectively compare or connect information across texts of moderate-to-high complexity.
* **Target 14. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context.
  + Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.

**Writing**

**-Threshold:** The student who just enters Level 3 should be able to:

* Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion.
* Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research.
* Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.
* Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion.
* Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.
* Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.
* Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience.
* Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* Use the tools of technology (including the Internet) to produce and publish writing.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full compositions, demonstrating narrative techniques, chronology, appropriate transitions for coherence, and author’s craft appropriate to purpose.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.
  + Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including supporting evidence and elaboration and an appropriate conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.
  + Level 3 students should be able to provide adequate evidence that they can use appropriate and effective text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.
  + Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attending to purpose and audience, organizing ideas by stating a context and focus, including structures and appropriate transitional strategies for coherence, developing supporting evidence/reasons and elaboration, and developing an appropriate conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 3 students should be able to provide adequate evidence that they can strategically use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 3 students should be able to provide adequate evidence that they can apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
  + Level 3 students should be able to provide adequate evidence that they can use the tools of technology (including the Internet) to produce and publish writing.

**Listening**

**-Threshold:** The student who just enters Level 3 should be able to:

* Interpret and use information delivered orally or audio-visually.
* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 3 students should be able to provide adequate evidence that they can accurately summarize and use information delivered orally or through audio-visual materials.

**Research**

**-Threshold:** The student who just enters Level 3 should be able to:

* Conduct short research projects.
* Locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.
  + Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.
  + Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* **Target 3. ANALYZE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion).
  + Level 3 students should be able to provide adequate evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* **Target 4. USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.
  + Level 3 students should be able to provide adequate evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

**5th Grade Level 4 Understanding**

**Reading Literacy Texts**

**-Threshold:** The student who just enters Level 4 should be able to:

* Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.
* Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases.
* Consistently and accurately summarize central ideas and key events.
* Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.
* Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.
* Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.
* Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
* **Target 1. KEY DETAILS**: Identify explicit details and implicit information from the text to support answers or inferences provided by the item.
  + Level 4 students should be able to thoroughly identify explicit details and implicit information to support answers regarding or inferences in texts of unusually high complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas/key events.
  + Level 4 students should be able to thoroughly summarize central ideas/key events in texts of unusually high complexity.
* **Target 3. WORD MEANINGS**: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).
  + Level 4 students should be able to thoroughly determine the intended or precise meaning of an extensive range of words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of unusually high complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view).
  + Level 4 students should be able to use thorough and insightful supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of unusually high complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
  + Level 4 students should be able to provide an in-depth analysis or comparison of how information is presented within or across texts of unusually high complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
* **Target 6. TEXT STRUCTURES & FEATURES**: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
  + Level 4 students should be able to provide thorough and insightful analyses of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of unusually high complexity and analyze the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings.
  + Level 4 students should be able to thoroughly identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of unusually high complexity, as well as interpret their impact on reader interpretation.

**Reading Informational Texts**

**-Threshold:** The student who just enters Level 4 should be able to:

* Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts.
* Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases.
* Consistently and accurately summarize central ideas and key events.
* Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.
* Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.
* Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.
* Consistently evaluate text structures across highly complex texts.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them.
  + Level 4 students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in texts of unusually high complexity.
* **Target 9. CENTRAL IDEAS**: Summarize central ideas, key events, procedures, or topics and subtopics.
  + Level 4 students should be able to provide thorough summaries of central ideas, key events, procedures, or topics and subtopics in texts of unusually high complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
  + Level 4 students should be able to thoroughly determine, in texts of unusually high complexity, the intended or precise meaning of most common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas).
  + Level 4 students should be able to use thorough and insightful supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of unusually high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze or compare how information is presented within or across texts, showing relationships among targeted aspects (point of view, genre features, topic).
  + Level 4 students should be able to thoroughly analyze or compare how information (events, people, ideas, topic) is presented within or across texts of unusually high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures to compare or connect information across texts.
  + Level 4 students should be able to thoroughly relate knowledge of text structures to make advanced comparisons or insightful connections using information across texts of unusually high complexity.
* **Target 14. LANGUAGE USE**: Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context.
  + Level 4 students should be able to thoroughly interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of unusually high complexity.

**Writing**

**-Threshold:** The student who just enters Level 4 should be able to:

* Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a strong conclusion.
* Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research.
* Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.
* Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion.
* Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.
* Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience.
* Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion.
* Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* Effectively use the tools of technology (including the Internet) to produce and publish writing.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full and complex compositions, demonstrating specific narrative techniques, chronology, appropriate transitions for coherence, and author’s craft appropriate to purpose.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.
  + Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong supporting evidence and elaboration, or writing body paragraphs or a strong conclusion appropriate to purpose and audience.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including strong supporting evidence and elaboration and a well-developed and appropriate conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.
  + Level 4 students should be able to provide thorough evidence that they can use effective and sophisticated text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.
  + Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraphs, demonstrating ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, or develop a well-stated conclusion appropriate to purpose and audience.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.
  + Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organizing ideas by stating a context and focus, including complex structures and appropriate transitional strategies for coherence, developing strong supporting evidence/reasons and elaboration, and developing a well-developed conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 4 students should be able to provide thorough evidence that they can strategically use an extensive range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 4 students should be able to provide thorough evidence that they can effectively apply and edit text, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
  + Level 4 students should be able to provide thorough evidence that they can effectively use the tools of technology (including the Internet) to produce and publish writing.

**Listening**

**-Threshold:** The student who just enters Level 4 should be able to:

* Begin to critically interpret and use information delivered orally or audio-visually.
* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 4 students should be able to provide thorough evidence that they can critically summarize and use information delivered orally or through audio-visual materials.

**Research**

**-Threshold:** The student who just enters Level 3 should be able to:

* Begin to critically and effectively conduct short research projects with some guidance.
* Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.
  + Level 4 students should be able to provide thorough evidence that they can critically and effectively conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.
  + Level 4 students should be able to provide thorough evidence that they can critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.
* **Target 3. ANALYZE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion).
  + Level 4 students should be able to provide thorough evidence that they can critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
* **Target 4. USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.
  + Level 4 students should be able to provide thorough evidence that they can critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.