**4th 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 identify details and information from low-complexity text to minimally support answers or inferences provided.
* **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 meanings of words, including words with multiple meanings (academic/tier 2 words), 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, thesaurus).
	+ Level 1 students should be able to minimally determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, or heavy reliance on use of resources in texts of low complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author’s message).
	+ Level 1 students should be able to use supporting evidence to minimally justify/explain their own inferences in texts of low complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).
	+ Level 1 students should be able to minimally interpret, specify, or compare how information is presented across texts of low complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
	+ Level 1 students should be able to relate minimal knowledge of text structures, genre-specific features, or formats in order to obtain, interpret, explain, or connect information within texts of low complexity.
* **Target 7. LANGUAGE USE**: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 1 students should be able to minimally determine figurative language, 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 the text to support answers or inferences about information presented and provided to them.
	+ Level 1 students should be able to identify details and information from the low-complexity text to minimally support answers or basic inferences about information presented and provided.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or procedures.
	+ Level 1 students should be able to minimally identify central ideas, key events, or procedures 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 minimally determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or heavy reliance on use of resources in texts of low complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, and ideas).
	+ Level 1 students should be able to minimally use supporting evidence to justify or interpret how information is presented in texts of low complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).
	+ Level 1 students should be able to minimally interpret, explain, or connect information presented within or across texts of low complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.
	+ Level 1 students should be able to minimally relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.
* **Target 14. LANGUAGE USE**: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 1 students should be able to minimally determine figurative language/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 strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author’s 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 simple-structure paragraph, demonstrating minimal use of narrative techniques, chronology, or 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), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
	+ Level 1 students should be able to provide minimal evidence that they can write full, simple compositions, demonstrating minimal use of narrative techniques, structures, or appropriate transitional strategies 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 simple-structure informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including supporting evidence and some 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 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few 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, with significant support (e.g. explicit direction, step-by-step guidance), minimal evidence that they can use text features 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 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 a topic or source, 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 write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source; minimal attendance to purpose and audience; few organized ideas; little statement of a context and focus; and inclusion of few structures and transitions for coherence, few supporting reasons/evidence, 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. explicit direction, step-by-step support), minimal evidence that they can use language and vocabulary appropriate to 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, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 1 students should be able to provide, with significant support (e.g., explicit direction, whole broken into parts), minimal evidence that they can use tools of technology to gather information, make revisions, or produce texts.

**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 or to investigate different aspects (subtopics) of a broader topic or concept.
	+ Level 1 students should be able to provide minimal evidence that they can conduct simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.
* **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 minimal evidence that they can locate information to support ideas and select information from data or print and non-print text sources.
* **Target 3. ANALYZE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion).
	+ Level 1 students should be able to provide minimal evidence that they can distinguish relevant-irrelevant information with support (e.g., explicit direction).
* **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 minimal evidence that they can generate conjectures or opinions.

**4th Grade Level 2 Understanding**

**Reading Literacy Texts**

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

* Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity.
* Identify or summarize some central ideas/key events in texts of low-to-moderate complexity.
* Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity.
* Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity.
* Interpret, specify, or compare how information is presented across texts of low-to moderate complexity.
* Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity.
* Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
* **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 identify details and information from texts of moderate complexity to partially support answers or inferences provided.
* **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 meanings of words, including words with multiple meanings (academic/tier 2 words), 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, thesaurus).
	+ Level 2 students should be able to partially determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author’s message).
	+ Level 2 students should be able to use supporting evidence to partially justify/explain their own inferences in texts of moderate complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).
	+ Level 2 students should be able to partially interpret, specify, or compare how information is presented across texts of moderate complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
	+ Level 2 students should be able to relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.
* **Target 7. LANGUAGE USE**: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 2 students should be able to partially determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.

**Reading Informational Texts**

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

* Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity.
* Identify some central ideas, key events, and procedures with support.
* Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity.
* Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity.
* Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity.
* Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity.
* Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from the text to support answers or inferences about information presented and provided to them.
	+ Level 2 students should be able to identify details and information from moderately complex text to partially support answers or basic inferences about information presented and provided.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or procedures.
	+ Level 2 students should be able to partially identify or summarize central ideas, key events, or procedures 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 partially determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to moderately complex texts.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, and ideas).
	+ Level 2 students should be able to partially use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).
	+ Level 2 students should be able to partially interpret, explain, or connect information presented within or across texts of moderate complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.
	+ Level 2 students should be able to partially relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.
* **Target 14. LANGUAGE USE**: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 2 students should be able to partially determine or interpret, with support, figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.

**Writing**

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

* Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.
* Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft.
* Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion.
* Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion.
* With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning.
* Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.
* Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion.
* With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts.
* Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids).
* Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author’s 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 some 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), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
	+ Level 2 students should be able to provide partial evidence that they can write full compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or 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 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, partially demonstrating the 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 write informational/explanatory texts on a topic, in which there may be some attendance to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and a simple 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, with minimal support (e.g. directive and general feedback), partial evidence that they can use text features 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 briefly stated opinion about topics or sources, a loosely set context, partially organized ideas, loosely developed evidence/reasons and elaboration, or a conclusion with limited 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 2 students should be able to provide partial evidence that they can write opinion pieces, in which they may occasionally demonstrate the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop a 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. directive and general feedback), partial evidence they can use language and vocabulary appropriate to 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, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 2 students should be able to provide, with minimal support (e.g., whole broken into parts), partial evidence that they can use tools of technology to gather information, make revisions, or produce texts.

**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 interpret and use information delivered orally or audio-visually with minimal support (e.g., directive feedback).

**Research**

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

* Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.
* Locate some information to support ideas and select some information from data or print and non-print text sources.
* Distinguish relevant-irrelevant information with support (e.g., some directive feedback).
* Generate some conjectures or opinions.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.
	+ Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.
* **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 partial evidence that they can locate information to support central ideas and subtopics, and select information and partially integrate information from data or print and non-print sources.
* **Target 3. ANALYZE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion).
	+ Level 2 students should be able to provide partial evidence that they can distinguish relevant-irrelevant information with minimal support (e.g., directive or general feedback).
* **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 partial evidence that they can generate conjectures or opinions and include evidence to support them based on evidence collected.

**4th Grade Level 3 Understanding**

**Reading Literacy Texts**

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

* Use details and information from texts of moderate complexity to support answers and inferences.
* Identify or summarize central ideas/key events in texts of moderate complexity.
* Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity.
* Use supporting evidence to justify/explain own inferences in texts of moderate complexity.
* • Interpret, specify, or compare how information is presented across texts of moderate complexity.
* Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.
* Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
* **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 identify explicit details and implicit information from texts of moderate-to-high complexity to adequately support answers or inferences provided.
* **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 meanings of words, including words with multiple meanings (academic/tier 2 words), 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, thesaurus).
	+ Level 3 students should be able to adequately determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author’s message).
	+ Level 3 students should be able to use supporting evidence to adequately justify/explain their own inferences in texts of moderate-to-high complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).
	+ Level 3 students should be able to adequately interpret, specify, or compare how information is presented across texts of moderate-to-high complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
	+ Level 3 students should be able adequately relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate-to-high complexity.
* **Target 7. LANGUAGE USE**: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 3 students should be able to adequately determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.

**Reading Informational Texts**

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

* Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided.
* Identify or summarize central ideas, key events, and procedures in texts of moderate complexity.
* Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.
* Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.
* Interpret, explain, or connect information presented within or across texts of moderate complexity.
* Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.
* Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from the text to support answers or inferences about information presented and provided to them.
	+ Level 3 students should be able to identify explicit details and implicit information from moderate-to-high complexity text to adequately support answers or basic inferences presented and provided.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or procedures.
	+ Level 3 students should be able to adequately identify or summarize central ideas, key events, or procedures 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 intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate-to-high complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, and ideas).
	+ Level 3 students should be able to adequately use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate-to-high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).
	+ Level 3 students should be able to adequately interpret, explain, or connect information presented within or across texts of moderate-to-high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.
	+ Level 3 students should be able to adequately relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate-to-high complexity.
* **Target 14. LANGUAGE USE**: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 3 students should be able to adequately determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.

**Writing**

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

* Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author’s craft with appropriate purpose.
* Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author’s craft with limited purpose.
* Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience.
* Write informational/explanatory texts 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 begin to develop a complete conclusion.
* Use some text features in informational text to enhance meaning without support.
* Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience.
* Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion.
* Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support.
* Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support.
* Use tools of technology to gather information, make revisions, or produce texts.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author’s 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 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), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
	+ Level 3 students should be able to provide adequate evidence that they can write full compositions, adequately demonstrating specific narrative techniques, appropriate transitional strategies 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, adequately demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, 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 write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing 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 text features in informational text 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 the 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 write full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitions for coherence; develop supporting evidence/reasons and elaboration; and develop 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 language and vocabulary appropriate to 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 or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 3 students should be able to provide adequate evidence that they can use tools of technology to gather information, make revisions, or to produce texts.

**Listening**

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

* Interpret and use information delivered orally or audio-visually without support.
* **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 interpret and use information delivered orally or audio-visually.

**Research**

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

* Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept.
* Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources.
* Distinguish relevant-irrelevant information without support.
* Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.
	+ Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.
* **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, and select and integrate information from data or print and non-print text 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 distinguish relevant-irrelevant information.
* **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 generate conjectures or opinions and cite evidence to support them based on evidence collected and analyzed.

**4th Grade Level 4 Understanding**

**Reading Literacy Texts**

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

* Use explicit details and implicit information from the text to support answers and inferences in highly complex texts.
* Begin to consistently identify and summarize central ideas/key events in highly complex texts.
* Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts.
* Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts.
* Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts.
* Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts.
* Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
* **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 identify and explain explicit details and implicit information from texts of unusually high complexity to support answers and inferences provided.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas/key events.
	+ Level 4 students should be able to thoroughly identify and summarize central ideas/key events in texts of unusually high complexity.
* **Target 3. WORD MEANINGS**: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), 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, thesaurus).
	+ Level 4 students should be able to thoroughly determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author’s message).
	+ Level 4 students should be able to use extensive supporting evidence to justify/explain in depth their own inferences in texts of unusually high complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).
	+ Level 4 students should be able to thoroughly interpret, specify, or compare how information is presented across texts of unusually high complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.
	+ Level 4 students should be able to thoroughly relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of unusually high complexity.
* **Target 7. LANGUAGE USE**: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 4 students should be able to thoroughly determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of unusually high complexity.

**Reading Informational Texts**

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

* Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided.
* Identify and summarize central ideas, key details, and procedures in highly complex texts.
* Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts.
* Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts.
* Begin to interpret, explain, or connect information presented within or across highly complex texts.
* Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts.
* Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from the text to support answers or inferences about information presented and provided to them.
	+ Level 4 students should be able to identify and explain explicit details and implicit information from the text to support answers and basic inferences presented and provided.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or procedures.
	+ Level 4 students should be able to thoroughly identify and summarize central ideas, key events, or procedures 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 the intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common in texts of unusually high complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, and ideas).
	+ Level 4 students should be able to thoroughly use detailed supporting evidence to justify or interpret how information is presented or integrated in texts of unusually high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).
	+ Level 4 students should be able to thoroughly interpret, explain, or connect information presented within or across texts of unusually high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.
	+ Level 4 students should be able to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of unusually high complexity.
* **Target 14. LANGUAGE USE**: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
	+ Level 4 students should be able to thoroughly determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of unusually high complexity.

**Writing**

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

* Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose.
* Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience.
* Begin to write full, complex 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; and include strong supporting details and a well-developed, appropriate conclusion.
* Begin to use text features in information texts to enhance meaning.
* Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion.
* Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion.
* Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts.
* Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author’s 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, and author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
	+ Level 4 students should be able to provide thorough evidence that they can write full, complex compositions, demonstrating specific narrative techniques, appropriate transitional strategies 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 the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs and 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 write full, complex informational/explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed 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 text features 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 paragraph, demonstrating the ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and 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 write complex opinion pieces, demonstrating the ability to state opinions about topics or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitions for coherence; develop strong supporting evidence/reasons and elaboration; and develop an appropriate, 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 and effectively use language and vocabulary appropriate to purpose and audience when revising or composing complex 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 apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to gather information, make revisions, and produce texts.

**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 interpret and use information delivered orally or audio-visually.

**Research**

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

* Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.
* • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources.
* • Begin to distinguish relevant-irrelevant information.
* • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.
	+ Level 4 students should be able to provide thorough evidence that they can conduct research projects to critically answer multi-step questions or to effectively investigate and paraphrase different aspects of a broader topic or concept.
* **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 locate information to strongly support central ideas and subtopics, and select and integrate critical information from two or more data or print and non-print text 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 distinguish relevant-irrelevant information from multiple 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 generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on evidence collected and analyzed.