

The student who just enters Level 2 should be able to:	
<p>READING Literary Text Targets 1–7</p>	<ul style="list-style-type: none"> • 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.
<p>READING Informational Text Targets 8–14</p>	<ul style="list-style-type: none"> • 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.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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).
SPEAKING/ LISTENING Target 4	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1-4	<ul style="list-style-type: none"> • 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.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1-7	<ul style="list-style-type: none"> • 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.
READING Informational Text Targets 8-14	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
<p>WRITING Targets 1–10</p>	<ul style="list-style-type: none"> • 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.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually without support.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • 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.

The student who just enters Level 4 should be able to:	
<p>READING Literary Text Targets 1-7</p>	<ul style="list-style-type: none"> • 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.
<p>READING Informational Text Targets 8-14</p>	<ul style="list-style-type: none"> • 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.
<p>WRITING Targets 1-10</p>	<ul style="list-style-type: none"> • 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 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.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

	<ul style="list-style-type: none"> • 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.
<p>SPEAKING/ LISTENING Target 4</p>	<ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.
<p>RESEARCH/ INQUIRY Targets 1–4</p>	<ul style="list-style-type: none"> • 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.