

The student who just enters Level 2 should be able to:	
<p><b>READING Literary Text Targets 1-7</b></p>	<ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</li> <li>• Use some explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and some key events.</li> <li>• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts.</li> <li>• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.</li> <li>• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</li> <li>• Interpret the meaning of some common figurative language.</li> </ul>
<p><b>READING Informational Text Targets 8-14</b></p>	<ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</li> <li>• Use some explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and some key events.</li> <li>• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity.</li> <li>• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.</li> <li>• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</li> <li>• Interpret the meaning of some common figurative language.</li> </ul>
<p><b>WRITING Targets 1-10</b></p>	<ul style="list-style-type: none"> <li>• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft.</li> <li>• Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.</li> </ul>
<b>SPEAKING/ LISTENING</b> <b>Target 4</b>	<ul style="list-style-type: none"> <li>• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).</li> </ul>
<b>RESEARCH/ INQUIRY</b> <b>Targets 1–4</b>	<ul style="list-style-type: none"> <li>• Begin to conduct simple, short research projects with some guidance.</li> <li>• With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources.</li> <li>• With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.</li> <li>• 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.</li> </ul>
<b>The student who just enters Level 3 should be able to:</b>	
<b>READING</b> <b>Literary Text</b> <b>Targets 1–7</b>	<ul style="list-style-type: none"> <li>• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.</li> <li>• Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.</li> <li>• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.</li> <li>• 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.</li> </ul>
<b>READING</b> <b>Informational Text</b> <b>Targets 8–14</b>	<ul style="list-style-type: none"> <li>• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.</li> <li>• Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify developing analyses or</li> </ul>

	<p>judgments.</p> <ul style="list-style-type: none"> <li>• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.</li> <li>• With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.</li> </ul>
<p><b>WRITING Targets 1–10</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</li> <li>• Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Use the tools of technology (including the Internet) to produce and publish writing.</li> </ul>
<p><b>SPEAKING/ LISTENING Target 4</b></p>	<ul style="list-style-type: none"> <li>• Interpret and use information delivered orally or audio-visually.</li> </ul>
<p><b>RESEARCH/ INQUIRY Targets 1–4</b></p>	<ul style="list-style-type: none"> <li>• Conduct short research projects.</li> <li>• Locate information to support central ideas and subtopics; select and integrate information from multiple sources.</li> <li>• Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.</li> <li>• Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.</li> </ul>

The student who just enters Level 4 should be able to:	
<p><b>READING</b> <b>Literary Text</b> <b>Targets</b> <b>1–7</b></p>	<ul style="list-style-type: none"> <li>• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.</li> <li>• Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases.</li> <li>• Consistently and accurately summarize central ideas and key events.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</li> <li>• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.</li> <li>• Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.</li> </ul>
<p><b>READING</b> <b>Informational Text</b> <b>Targets</b> <b>8–14</b></p>	<ul style="list-style-type: none"> <li>• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts.</li> <li>• Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases.</li> <li>• Consistently and accurately summarize central ideas and key events.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</li> <li>• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.</li> <li>• Consistently evaluate text structures across highly complex texts.</li> </ul>
<p><b>WRITING</b> <b>Targets</b> <b>1–10</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Effectively use the tools of technology (including the Internet) to produce and publish writing.</li> </ul>
<p><b>SPEAKING/ LISTENING Target 4</b></p>	<ul style="list-style-type: none"> <li>• Begin to critically interpret and use information delivered orally or audio-visually.</li> </ul>
<p><b>RESEARCH/ INQUIRY Targets 1–4</b></p>	<ul style="list-style-type: none"> <li>• Begin to critically and effectively conduct short research projects with some guidance.</li> <li>• Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.</li> <li>• Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.</li> <li>• 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.</li> </ul>