

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 textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.</li> <li>• Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.</li> <li>• Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types.</li> <li>• Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation.</li> <li>• Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.</li> </ul>
<p><b>READING Informational Text Targets 8-14</b></p>	<ul style="list-style-type: none"> <li>• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>• Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.</li> <li>• Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity.</li> <li>• Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.</li> <li>• Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view.</li> <li>• Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation.</li> <li>• Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.</li> </ul>
<p><b>WRITING Targets 1-10</b></p>	<ul style="list-style-type: none"> <li>• Apply some narrative strategies, textual structures, and transitional strategies for coherence.</li> <li>• Use minimal relevant details when writing or revising brief narrative texts.</li> <li>• Use minimal support and elaboration when writing brief informational/explanatory texts.</li> <li>• Demonstrate some ability to use appropriate text features.</li> <li>• Produce argumentative texts and attempt to acknowledge a counterclaim.</li> <li>• Demonstrate some awareness of audience and purpose when writing.</li> <li>• Pay limited attention to word choice and/or syntax.</li> <li>• Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.</li> <li>• With some support use basic language appropriate to the purpose and audience when revising or composing text.</li> <li>• Apply or edit a piece of writing, demonstrating a partial understanding of Standard English</li> </ul>

	<p>grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p> <ul style="list-style-type: none"> <li>• Demonstrate limited use of technology, including the Internet, to produce and publish writing.</li> </ul>
<b>SPEAKING/ LISTENING Target 4</b>	<ul style="list-style-type: none"> <li>• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</li> </ul>
<b>RESEARCH/ INQUIRY Targets 1-4</b>	<ul style="list-style-type: none"> <li>• Demonstrate minimal research and evaluation skills.</li> <li>• Draw broad conclusions from source materials.</li> <li>• Construct a partial claim with limited use of evidence.</li> <li>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</li> <li>• Develop an argument with a claim and minimal support.</li> </ul>
<b>The student who just enters Level 3 should be able to:</b>	
<b>READING Literary Text Targets 1-7</b>	<ul style="list-style-type: none"> <li>• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.</li> <li>• Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</li> <li>• Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.</li> <li>• Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types.</li> <li>• Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation.</li> <li>• Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.</li> </ul>
<b>READING Informational Text Targets 8-14</b>	<ul style="list-style-type: none"> <li>• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>• Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.</li> <li>• Determine connotative and denotative meanings of words and phrases.</li> <li>• Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</li> <li>• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.</li> <li>• Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation.</li> <li>• Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.</li> </ul>

<p><b>WRITING</b> <b>Targets</b> <b>1–10</b></p>	<ul style="list-style-type: none"> <li>• Apply some narrative strategies when writing or revising one or more paragraphs.</li> <li>• Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence.</li> <li>• Employ effective text features and visual components appropriate to purpose.</li> <li>• Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</li> <li>• Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> <li>• Demonstrate some use of technology, including the Internet, to produce and publish writing.</li> </ul>
<p><b>SPEAKING/ LISTENING</b> <b>Target 4</b></p>	<ul style="list-style-type: none"> <li>• Engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>
<p><b>RESEARCH/ INQUIRY</b> <b>Targets</b> <b>1–4</b></p>	<ul style="list-style-type: none"> <li>• Use research/inquiry methods to explore a topic.</li> <li>• Select from and adequately analyze sources from a variety of perspectives and present findings.</li> <li>• Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</li> <li>• Search for relevant authoritative information and evaluate the uses and limitations of source material.</li> <li>• Generate a specific debatable claim or main idea and cite some relevant evidence.</li> </ul>
<p><b>The student who just enters Level 4 should be able to:</b></p>	
<p><b>READING</b> <b>Literary Text</b> <b>Targets</b> <b>1–7</b></p>	<ul style="list-style-type: none"> <li>• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</li> <li>• Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.</li> <li>• Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.</li> <li>• Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.</li> <li>• Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.</li> <li>• Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation.</li> <li>• Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.</li> </ul>
<p><b>READING</b></p>	<ul style="list-style-type: none"> <li>• Identify several pieces of strong and varied textual evidence from sources across</li> </ul>

<p><b>Informational Text Targets 8–14</b></p>	<p>disciplines to support conclusions, inferences, connections, and steps to processes.</p> <ul style="list-style-type: none"> <li>• Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details.</li> <li>• Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity.</li> <li>• Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</li> <li>• Delineate and evaluate the argument assessing whether the reasoning is sound.</li> <li>• Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.</li> <li>• Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.</li> <li>• Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.</li> </ul>
<p><b>WRITING Targets 1–10</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence.</li> <li>• Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</li> <li>• Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts.</li> <li>• Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.</li> <li>• Employ advanced text features and visual components appropriate to purpose.</li> <li>• Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Effectively use 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>• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>
<p><b>RESEARCH/ INQUIRY Targets 1–4</b></p>	<ul style="list-style-type: none"> <li>• Employ multimodal resources to advance a sustained exploration of a topic.</li> <li>• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</li> <li>• Search for relevant information from diverse authoritative sources.</li> <li>• Systematically evaluate uses and limitations of sources.</li> <li>• Generate an authoritative claim.</li> <li>• Evaluate and cite substantial, relevant evidence.</li> </ul>