**11th Grade Level 1 Understanding**

**Reading: Literary Texts**

* **Target 1. KEY DETAILS:** Cite explicit textual evidence to support inferences made or conclusions drawn about text.
	+ Level 1 students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events using key relevant details.
	+ Level 1 students should be able to use explicit details to minimally summarize central ideas or key events.
* **Target 3. WORD MEANINGS:** determine intended precise or nuanced meanings of words including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools.
	+ Level 1 students should be able to determine, with guided support (e.g., pointing to words in context)< the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines.
* **Target 4. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).
	+ Level 1 students should be able to provide minimal evidence that they can apply reasoning and a limited range of textual evidence to justify simple inferences or judgments made with regard to themes, characters, and point of view or discourse style on plot/subplot development.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.
	+ Level 1 students should be able to provide minimal evidence of analysis of interrelationships among literary elements within a text of low complexity or how a pair of texts of low complexity addresses a topic or theme.
* **Target 6. TEXT STRUCTURES/FEATURES:** Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
	+ Level 1 students should be able to provide minimal evidence that they can identify text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of low complexity and provide a minimal explanation of the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) 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 the figurative (e.g., hyperbole) or connotative meanings of some words and phrases in texts of low complexity and with some guided support (e.g., pointing to words in context).

**Reading: Informational Texts**

* **Target 8. KEY DETAILS:** Cite explicit text evidence to support inferences made or conclusions drawn about texts.
	+ Level 1 students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
	+ Level 1 students should be able to use explicit details to minimally summarize central ideas, topics, key events, or procedures in texts of low complexity.
* **Target 10 WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).
	+ Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines.
* **Target 11. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).
	+ Level 1 students should be able to provide minimal evidence that they can use limited reasoning and a limited range of textual evidence to support explanations of author's presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas).
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, themes, or rhetorical features.
	+ Level 1 students should be able to provide minimal evidence of analysis of connections in the development of ideas or events or in development of topics, themes, or simple rhetorical features in texts of low complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES:** Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.
	+ Level 1 students should be able to provide minimal evidence that they can identify aspects of text structures or formats or genre features (e.g., graphic/visual information) and minimally identify and/or explain relationships between text structures or text features and meaning in texts of low complexity.
* **Target 14. LANGUAGE USE:** Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.
	+ Level 1 students should be able to provide evidence of a minimal analysis of the figurative (e.g., hyperbole) or connotative meanings of words and phrases or identify denotative meanings of words used in context and a minimal connection of these word choices on meaning in texts of low complexity.

**Writing**

* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).
	+ Level 1 students should be able to provide minimal evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies, resulting in narrative writing or revisions that show minimal coherence and use of details when writing brief narrative texts.
* **Target 3. WRITE/REVISE BRIEF TEXTS**: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
	+ Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief informational/explanatory text, resulting in writing that may have weak coherence, minimal use of supporting evidence and/or elaboration, and/or a weak conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.
	+ Level 1 students should be able to provide minimal evidence that they can write informational/explanatory texts, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 1 students should be able to provide evidence that they can minimally use text features and/or visual components with minimal attention to purpose.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).
	+ Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief argumentative texts, resulting in texts that may have weak coherence, weakly articulated claims, minimal use of supporting evidence, and/or weak attention to audience and purpose.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
	+ Level 1 students should be able to provide minimal evidence that they can write argumentative texts, in which there may be weak coherence, organization, attention to audience, and/or evidence to support a claim.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
	+ Level 1 students should be able to provide minimal evidence that they can use precise language, vocabulary, and style, using simplistic and limited syntax and vocabulary with minimal consideration of 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 persuasive/argument texts.
	+ Level 1 students should be able to provide minimal evidence that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
* **Target 10 TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 1 students should be able to use, with significant support (e.g., explicit directions), some tools of technology to gather information, make revisions, or produce texts.

**Listening**

* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or through audiovisual materials.
	+ SL-2 Level 1 students should be able to provide minimal evidence that they can identify the sources a speaker uses to support a point of view.
	+ SL-3 Level 1 students should be able to provide minimal evidence that they can identify or articulate a speaker’s point of view.

**Research**

* **Target 1. PLAN/RESEARCH:** Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
	+ Level 1 students should be able to provide minimal evidence that they can use the results of an Internet search when exploring a topic, an issue, or a problem and conducting an examination of the research results.
* **Target 2. ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
	+ Level 1 students should be able to provide minimal evidence that they can gather sources and examine their appropriateness for supporting a presentation on a topic.
* **Target 3. EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources.
	+ Level 1 students should be able to use a minimal number of sources that are easily available and evaluate them superficially when conducting research.
* **Target 4. USE EVIDENCE:** Generate a claim or a main idea and cite evidence to support arguments or conjectures.
	+ Level 1 students should be able to provide minimal evidence that they can generate and support factual or opinion-based statements, claims, or ideas.

**11th Grade Level 2 Understanding**

**Reading: Literary Texts**

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

* + Identify key textual evidence to attempt to support simple inferences or conclusions.
	+ Provide a simple summary of key events and/or details of a text.
	+ Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.
	+ Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.
	+ Analyze some interrelationships of literary elements in texts of low to moderate complexity.
	+ Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.
	+ Identify elements that contribute to points of view and how they impact meaning.
	+ Identify and determine meaning and impact of figurative language.
* **Target 1. KEY DETAILS:** Cite explicit textual evidence to support inferences made or conclusions drawn about texts.
	+ Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.
* **Target 2 CENTRAL IDEAS:** Summarize central ideas/key events using key relevant details.
	+ Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.
* **Target 4. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).
	+ Level 2 students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.
	+ Level 2 students should be able to provide partial evidence of analysis of interrelationships among literary elements within a text of moderate complexity or multiple texts of moderate complexity with similar themes, topics, or source materials.
* **Target 6. TEXT STRUCTURES/FEATURES**: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
	+ Level 2 students should be able to provide partial evidence that they can describe and distinguish text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate complexity and explain the obvious impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) 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 the figurative (e.g., euphemism, oxymoron) or connotative meanings of words and phrases used in context and the obvious impact of those word choices on meaning and/or tone in texts of moderate complexity and with some support (e.g., limiting context).

**Reading: Informational Texts**

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

* Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions.
* Provide a simple summary of key events and/or details of a text.
* Use sentence- and paragraph-level context and resources to determine meanings of words.
* Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.
* Analyze the connection of ideas within and between texts of low-to-moderate complexity.
* Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.
* Demonstrate emerging knowledge of obvious genre interpretations and ideas.
* Have limited engagements and interaction with source materials in common.
* Partially account for elements that contribute to points of view.
* Identify and begin to determine meaning and impact of figurative language.
* **Target 8. KEY DETAILS**: Cite explicit text evidence to support inferences made or conclusions drawn about texts.
	+ Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
	+ Level 2 students should be able to partially summarize central ideas, topics, key events, or procedures from a text using limited supporting ideas or relevant details in texts of moderate complexity.
* **Target 10 WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).
	+ Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.
* **Target 11. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).
	+ Level 2 students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas).
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, themes, or rhetorical features.
	+ Level 2 students should be able to provide partial evidence of analysis of connections in the development of ideas or events or development of topics, themes, or some rhetorical features in texts of moderate complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES:** Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.
	+ Level 2 students should be able to provide partial evidence that they can identify some aspects of text structures or formats or genre features (e.g., graphic/visual information) and indicate some relationships between text structures or text features on meaning or presentation in texts of moderate complexity.
* **Target 14. LANGUAGE USE:** Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.
	+ Level 2 students should be able to provide a partial analysis of the figurative (e.g., oxymoron, hyperbole) or connotative meanings of words and phrases used in context and a partial explanation of the impact of these word choices on meaning and tone in texts of moderate complexity.

**Writing**

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

* + - Apply some narrative strategies, textual structures, and transitional strategies for coherence.
		- Use minimal relevant details when writing or revising brief narrative texts.
		- Use minimal support and elaboration when writing brief informational/explanatory texts.
		- Demonstrate some ability to use appropriate text features.
		- Produce argumentative texts and attempt to acknowledge a counterclaim.
		- Demonstrate some awareness of audience and purpose when writing.
		- Pay limited attention to word choice and/or syntax.
		- Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.
		- Apply some revisions to narrative, informational, and argument texts.
		- Use basic technology, with support, for gathering information, making revisions, or producing texts.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).
	+ Level 2 students should be able to provide partial evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence, using some details when writing or revising brief narrative texts.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
	+ Level 2 students should be able to provide partial evidence that they can apply strategies when writing or revising a brief informational/explanatory text, resulting in writing with a partially developed topic and elaboration and/or some attention to purpose and audience.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.
	+ Level 2 students should be able to provide partial evidence that they can write informational/explanatory texts in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 2 students should be able to provide evidence that they can partially use some text features and/or visual components with limited attention to purpose.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).
	+ Level 2 students should be able to provide partial evidence that they can apply some strategies when writing or revising brief argumentative texts, supporting a claim with limited evidence and limited attention to counterclaims, using limited transitional strategies for coherence, and language that attempts to establish an objective focus/tone.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
	+ Level 2 students should be able to provide partial evidence that they can write argumentative texts that support claims with evidence or acknowledge counterclaims that show a partial understanding of organization, audience, and purpose.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
	+ Level 2 students should be able to provide partial evidence that they can use precise language, vocabulary and style, using some varied syntax, vocabulary, and style when revising and composing texts that may show limited attention to audience and purpose.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
	+ Level 2 students should be able to provide partial evidence that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
* **Target 10 TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 2 students should be able to use, with some support (e.g., whole broken into parts), tools of technology to gather information, make revisions, or produce texts.

**Listening**

* **Threshold:** The student who just enters Level 2 should be able to:
	+ - Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or through audiovisual materials.
	+ SL-2 Level 2 students should be able to provide partial evidence that they can evaluate sources presented in diverse media (e.g., visually, quantitatively, orally) for credibility and reliability.
	+ SL-3 Level 2 students should be able to provide partial evidence that they can evaluate a speaker’s or source’s point of view, reasoning, and use of evidence.

**Research**

* **Threshold:** The student who just enters Level 2 should be able to:
	+ - Demonstrate minimal research and evaluation skills.
		- Draw broad conclusions from source materials.
		- Construct a partial or undeveloped claim with limited use of evidence.
		- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.
		- Develop an argument with a claim and minimal support.
* **Target 1. PLAN/RESEARCH**: Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
	+ Level 2 students should be able to provide partial evidence that they can use research/inquiry methods when exploring a topic, an issue, or a problem, demonstrating limited ability to select sources and examine relationships among concepts or perspectives in research results.
* **Target 2. ANALYZE/INTEGRATE INFORMATION**: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
	+ Level 2 students should be able to provide partial evidence that they can gather sources to use to support a presentation on a topic and examine the sources to determine how the information may be integrated.
* **Target 3. EVALUATE INFORMATION/SOURCES**: Evaluate relevancy, accuracy, and completeness of information from multiple sources.
	+ Level 2 students should be able to locate some relevant sources of information and partially evaluate them for relevancy, accuracy, and completeness.

**11th Grade Level 3 Understanding**

**Reading: Literary Texts**

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

* + - Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
		- Summarize themes and some analysis of thematic development over the course of the text using relevant details.
		- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
		- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.
		- Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials).
		- Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation.
		- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
* **Target 1. KEY DETAILS:** Cite explicit textual evidence to support inferences made or conclusions drawn about texts.
	+ Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity.
* **Target 2 CENTRAL IDEAS:** Summarize central ideas/key events using key relevant details.
	+ Level 3 students should be able to summarize central ideas, themes, and key events and analyze thematic development over the course of the text using adequate support and relevant details.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 3 students should be able to adequately determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or resources effectively, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines.
* **Target 4. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).
	+ Level 3 students should be able to provide adequate evidence that they can apply reasoning and a range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of moderate-to-high complexity.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.
	+ Level 3 students should be able to provide evidence of an adequate analysis of interrelationships among literary elements within one or multiple texts of moderate-to-high complexity or how different texts address topics, themes, or use source materials.
* **Target 6. TEXT STRUCTURES/FEATURES:** Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
	+ Level 3 students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate-to-high complexity and explain the impact(s) of those choices on meaning and/or presentation.
* **Target 7. LANGUAGE USE:** Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) 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 and analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) 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:

* + - Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
		- Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.
		- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
		- Apply reasoning and a sufficient range of textual evidence to justify analyses of author’s presentation of moderately complex information.
		- Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features.
		- Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation.
		- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
* **Target 8. KEY DETAILS:** Cite explicit text evidence to support inferences made or conclusions drawn about texts.
	+ Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
	+ Level 3 students should be able to adequately summarize central ideas, topics, key events, or procedures from a text using adequate supporting ideas and relevant details in texts of moderate-to-high complexity.
* **Target 10. WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).
	+ Level 3 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation adequately, using context and multiple-word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines.
* **Target 11. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).
	+ Level 3 students should be able to provide evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas), especially with texts of moderate-to-high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, themes, or rhetorical features.
	+ Level 3 students should be able to provide evidence of an adequate analysis how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of moderate-to-high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES:** Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.
	+ Level 3 students should be able to provide adequate evidence that they can relate text structures or formats and/or genre features (e.g., graphic/visual information) and integrate information or analyze the impact on meaning or presentation in texts of moderate-to-high complexity.
* **Target 14. LANGUAGE USE:** Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.
	+ Level 3 students should be able to provide evidence of an adequate analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and explain the impact of these 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:

* + - Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts.
		- Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.
		- Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.
		- Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.
		- Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone.
		- Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone.
		- Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
		- Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics.
		- Follow directions when using tools of technology to gather information, make revisions, or produce texts.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).
	+ Level 3 students should be able to provide adequate evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence, using relevant details and precise words and phrases when writing or revising brief narrative texts.
* **Target 3. WRITE/REVISE BRIEF TEXTS**: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
	+ Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a suitable focus/tone, and including relevant supporting evidence and elaboration with adequate attention to purpose and audience.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.
	+ Level 3 students should be able to provide adequate evidence that they can write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 3 students should be able to provide evidence that they can adequately use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).
	+ Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising brief argumentative texts to develop a precise claim by clearly organizing and citing relevant supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using appropriate language to maintain a suitable focus/tone.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
	+ Level 3 students should be able to provide adequate evidence that they can write fully developed argumentative texts to support a claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/tone.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
	+ Level 3 students should be able to provide adequate evidence that they can use precise and varied syntax, vocabulary (including academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
	+ Level 3 students should be able to provide adequate evidence that they can apply and edit with consistent understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 3 students should be able to adequately use tools of technology to gather information, make revisions, or produce texts.

**Listening**

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

* + - Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information.
		- Listen for point of view and begin to analyze perspective and motivation in a speaker’s assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or through audiovisual materials.
	+ SL-2 Level 3 students should be able to provide adequate evidence that they can accurately synthesize content from a diversity of source materials and media, discriminating for relevance and soundness among arrange of presentations of information.
	+ SL-3 Level 3 students should be able to provide adequate evidence that they can listen carefully for point of view and analyze perspective and motivation in a speaker’s assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.

**Research**

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

* + - Use research/inquiry methods to explore a topic.
		- Select from and adequately analyze sources from a variety of perspectives and present findings.
		- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
		- Search for relevant authoritative information and evaluate the uses and limitations of source material.
		- Generate a specific debatable claim or main idea and cite some relevant evidence.
* **Target 1. PLAN/RESEARCH:** Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
	+ Level 3 students should be able to provide adequate evidence that they can use research/inquiry methods to purposefully explore a topic, an issue, or a problem, selecting from and analyzing diverse sources, and exploring the interrelationships among the concepts and perspectives.
* **Target 2. ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
	+ Level 3 students should be able provide adequate evidence that they can gather and analyze diverse authoritative sources, determining how best to integrate the information/evidence to support a presentation on the topic.
* **Target 3. EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources.
	+ Level 3 students should be able to search for relevant, authoritative information and adequately evaluate the uses and limitations of source material and its influence on the authority of their own writing.

**11th Grade Level 4 Understanding**

**Reading: Literary Texts**

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

* + - Identify and analyze textual evidence in texts of high complexity.
		- Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence.
		- Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
		- Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts.
		- Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.
		- Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.
		- Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events.
		- Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity.
		- Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
* **Target 1. KEY DETAILS:** Cite explicit textual evidence to support inferences made or conclusions drawn about texts.
	+ Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.
* **Target 2 CENTRAL IDEAS:** Summarize central ideas/key events using key relevant details.
	+ Level 4 students should be able to thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development over the course of the text, using supporting ideas and relevant, well-chosen details.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 4 students should be able to thoroughly determine intended, precise, and nuanced meanings of words including academic words, domain-specific words, and connotation/denotation using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.
* **Target 4. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).
	+ Level 4 students should be able to provide thorough evidence that they can apply insightful reasoning and a wide range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of unusually high complexity.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze** interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.
	+ Level 4 students should be able to provide evidence of a thorough and insightful analysis of interrelationships among literary elements within texts of unusually high complexity and how different texts address themes, topics, or use source materials.
* **Target 6. TEXT STRUCTURES/FEATURES:** Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
	+ Level 4 students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of unusually high complexity and critique the complex impact(s) of those choices on meaning and/or presentation.
* **Target 7. LANGUAGE USE:** Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) 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, analyze, and critique the use of figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) 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:

* + - * Identify and analyze textual evidence in texts of high complexity.
			* Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence.
			* Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
			* Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity.
			* Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.
			* Apply thorough reasoning and a range of textual evidence to justify analyses of author’s presentation of information in texts of high complexity.
			* Analyze texts of high complexity to show how connections are made in development of complex ideas or events.
			* Analyze the effectiveness and impact of text structures and/or text features of highly complex texts.
			* Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
* **Target 8. KEY DETAILS:** Cite explicit text evidence to support inferences made or conclusions drawn about texts.
	+ Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
	+ Level 4 students should be able to thoroughly summarize central ideas, topics, key events, or procedures from a text using supporting ideas and relevant, well-chosen details in texts of unusually high complexity.
* **Target 10 WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).
	+ Level 4 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation thoroughly, using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.
* **Target 11. REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).
	+ Level 4 students should be able to provide evidence that they can apply insightful reasoning and a thorough range of textual evidence to justify analyses of author's presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ ideas), especially with texts of unusually high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, themes, or rhetorical features.
	+ Level 4 students should be able to provide evidence of a thorough analysis of how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of unusually high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES:** Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.
	+ Level 4 students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or formats and/or genre features and analyze their impact on meaning or presentation, including integration of visual information with information presented in words in texts of unusually high complexity.
* **Target 14. LANGUAGE USE:** Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.
	+ Level 4 students should be able to provide a thorough analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and thoroughly explain the impact of these 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:

* + - Apply effective writing strategies and processes when writing and revising texts for all purposes.
		- Use precise language.
		- Use relevant and persuasive evidence.
		- Assess and synthesize supporting evidence.
		- Select technological tools based on appropriateness.
		- Apply grade-appropriate editing and revising skills.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).
	+ Level 4 students should be able to provide thorough evidence that they can apply effective narrative strategies, text structures, and transitional strategies for coherence, using relevant, vivid details and precise words and phrases when writing or revising brief narrative texts.
* **Target 3. WRITE/REVISE BRIEF TEXTS**: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
	+ Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and including relevant and strategically chosen supporting evidence.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.
	+ Level 4 students should be able to provide thorough evidence that they can write strategically developed informational/ explanatory texts appropriate for purpose and audience by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and critically assessing and synthesizing supporting evidence from sources, as appropriate.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 4 students should be able to provide thorough evidence that they can effectively use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).
	+ Level 4 students should be able to provide thorough evidence that they can apply a variety of effective strategies when writing or revising brief argumentative texts to develop a precise claim by strategically organizing and citing relevant and persuasive supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using precise and vivid language to maintain a suitable focus/tone.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
	+ Level 4 students should be able to provide thorough evidence that they can write effectively developed argumentative texts to support a precise, compelling claim by strategically gathering, assessing, and synthesizing relevant and persuasive supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using precise and vivid language to maintain a suitable focus/tone.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
	+ Level 4 students should be able to provide thorough evidence that they can strategically use vivid, precise, and varied syntax, vocabulary (including extensive use of academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
	+ Level 4 students should be able to provide thorough evidence that they can apply and edit with advanced understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
* **Target 10 TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts.
	+ Level 4 students should be able to evaluate and select tools of technology based on appropriateness to gather information, make revisions, or produce texts.

**Listening**

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

* + - Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials.
		- Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or through audiovisual materials.
	+ SL-2 Level 4 students should be able to provide evidence of thorough and insightful integration of diverse source materials from diverse perspectives.
	+ SL-3 Level 4 students should be able to provide thorough evidence that they can systematically and meticulously evaluate the ways that uses of evidence, implicit premises, and contributions of rhetorical stylistic choices enhance or undermine points of view.

**Research**

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

* + - * Employ multimodal resources to advance a persuasive and sustained exploration of a topic.
			* Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
			* Search for relevant information from diverse authoritative sources.
			* Systematically evaluate the uses and limitations of sources.
			* Generate authoritative claim.
			* Evaluate and cite substantial, relevant evidence.
* **Target 1. PLAN/RESEARCH:** Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
	+ Level 4 students should be able to provide thorough evidence that they can use research/inquiry methods to purposefully engage with a topic, evaluating and synthesizing the uses and limitations of a variety of sources from diverse perspectives, and then judiciously employing multimodal resources in a sustained exploration of a topic.
* **Target 2. ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
	+ Level 4 students should be able provide thorough evidence that they can synthesize multiple sources and formats of relevant, authoritative information and discriminate among them to support an illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details.
* **Target 3. EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources.
	+ Level 4 students should be able to conduct a thorough and purposeful search for relevant information from diverse, authoritative sources, systematically evaluate their uses and limitations; and demonstrate awareness of the ways that uses of evidence enhance or undermine the authority of their own writing.
* **Target 4. USE EVIDENCE**: Generate a claim or a main idea and cite evidence to support arguments or conjectures.
	+ Level 4 students should be able provide thorough evidence that they can generate an authoritative and insightful claim and cite substantial, compelling, and relevant supporting evidence to support arguments or conjectures.