**6th Grade Level 1 ELA Descriptors**

**Reading: Literary Texts**

* **Target 1. KEY DETAILS:** Use explicit details and implicit information from the text to support inferences or analyses of the information presented.
	+ Level 1 students should be able to locate, with significant support **(e.**g., directed to limited text), textual evidence that minimally supports conclusions drawn from texts of low complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events.
	+ Level 1 students should be able to provide, with significant support (i.e., texts of low complexity or a shorter passage), a limited summary of a few central ideas/key events.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 1 students should be able to provide, with significant support (i.e., texts of low complexity or a shorter passage), a limited summary of a few central ideas/key events.
* **Target 4. REASONING & EVIDENCE:** Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify and analyses or judgements made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot).
	+ Level 1 students should be able to use, with significant support (e.g., delimited text), minimal evidence (e.g., quotes, examples, details) to justify analyses or judgements made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning style, or presentation.
	+ Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.
	+ Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show minimal understanding of their impact on reader interpretation in texts of low complexity.

**Reading: Informational Texts**

* **Target 8. KEY DETAILS:** Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources.
	+ Level 1 students should be able to identify evidence that minimally supports an idea drawn about texts of low complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, key events, procedures, or topics and subtopics.
	+ Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.
* **Target 10. WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes) or use of resources (e.g., dictionary, glossary, digital tools).
	+ Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some 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 low complexity.
* **Target 11. REASONING & EVIDENCE:** use of supporting evidence to justify interpretations of analyses of information presented or how information is integrated within a text (point of view; interactions among event, concepts, people, or ideas; authors’ reasoning and evidence).
	+ Level 1 students should be able to use evidence to minimally justify interpretations of information presented of how information is integrated (authors’ reasoning; interactions between events, concepts, or ideas) in texts of low complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.
	+ Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify information (event, people, ideas, topics) or authors’ points of view in texts of low complexity.
* **Target 13. TEXT STRUCTURES & FEATURES**: Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.
	+ Level 1 students should be able to provide, with significant support (e.g., within highlighted text or shorter low complexity texts), minimal knowledge of text structures of genre-specific features to analyze or integrate information.
* **Target 14. LANGUAGE USE:** Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.
	+ Level 1 students should be able to provide minimal evidence that they can interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.

**Writing**

* **Target 1. WRITE/REVISE BRIEF TEXTS**: Apply narrative strategies (e.g., dialogue, description,) 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, or use dialogue when describing an event).
	+ Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; use some descriptive details; and use some sensory language to convey experiences or author’s craft appropriate to purpose, including a minimal conclusion.
* **Target 2. COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies for coherence, a closure, and author’s craft—all appropriate to purpose 9writing a speech, style, or point of view in a short story).
	+ Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative techniques, loose chronology, and occasional transitional strategies for coherence; use descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including an underdeveloped conclusion.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Apply 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 topic 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 write or revise on simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus; providing minimal supporting evidence and some elaboration; or writing body paragraphs or an underdeveloped conclusion.
* **Target 4. COMPOSE FULL TEXTS:** write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.
	+ Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, structures and transitional strategies for coherence; include some evidence and elaboration; and provide a minimal conclusion.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate 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 claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.
	+ Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include transitional words or phrases; loosely develop evidence/reasons and elaboration; or include a minimal conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or texts, 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 an appropriate conclusion.
	+ Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose, audience, and organization; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.
	+ Level 1 students should be able to provide minimal evidence that they can apply or edit a piece of writing, demonstrating a limited understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information make revisions, or to produce texts.
	+ Level 1 students should be able to provide minimal evidence that they can use technology, including the internet, to produce and publish writing.

**Listening**

* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually.
	+ Level 1 students should be able to provide minimal evidence that they can identify speakers’ details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.

**Research**

* **Target 1. PLAN/RESEARCH:** Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.
	+ Level 1 students should be able to provide minimal evidence that they can conduct simple and short research projects to explore a topic, and issue, or a problem, logically organizing ideas and supporting details, drawing on a limited number of sources including various multimedia components.
* **Target 2. ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
	+ Level 1 students should be able to provide minimal evidence that they can compare and contrast one author’s presentation of events with that of another, and cite textual evidence to support analysis of an idea with and among a variety of informational sources.
* **Target 4. EVALUATE INGORMATION/SOURCES**: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.
	+ Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.

**6th Grade Level 2 ELA Descriptors**

**Reading: Literary Texts**

* **Threshold:** the student who just enters Level 2 should be able to:
	+ - Cite some textual evidence to support conclusions drawn from text.
		- Use some explicit and limited implicit information to support emerging inferences or analyses.
		- Partially summarize ventral ideas and key events using some de tails from texts of low-to-moderate complexity.
		- Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context.
		- Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.
		- Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
		- Interpret the intent of some common figurative language.
* **Target 1. KEY DETAILS:** Use explicit details and implicit information from the text to support inferences of analyses of the information presented.
	+ Level 2 students should be able to cite textual evidence that partially supports conclusions drawn from texts of moderate complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events.
	+ Level 2 students should be able to provide, with some support (i.e., texts of moderate complexity or a shorter passage), a brief summary of some ventral ideas/key events.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 2 students should be able to provide partial evidence that they can 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 moderate complexity.
* **Target 4. REASONING & EVIDENCE:** Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgements made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot).
	+ Level 2 students should be able to use partial textual evidence (e.g., quotes, examples, details) to justify analyses or judgements made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).
* **Target 5. NALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).
	+ Level 2 students should be able to use partial textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation.
	+ Level 2 students should be able to provide partial evidence (e.g., within highlighted text of a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.
	+ Level 2 students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show some understanding of their impact on reader interpretation in texts of moderate complexity.

**Reading: Informational Texts**

* **Threshold:** The student who just enters Level 2 should be able to:
	+ - Cite some textual evidence to support conclusions drawn from text.
		- Begin to use explicit and limited implicit information to support emerging inferences or analyses.
		- Partially summarize central ideas and some key events.
		- Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context.
		- Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text.
		- Identify and begin to compare how information is presented within or across texts.
		- Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
		- Partially interpret intent of some common f figurative language.
* **Target 8: KEY DETAILS:** Use explicit details and implicit information from texts to support inferences of analyses of the information presented in primary and secondary sources.
	+ Level 2 students should be able to cite relevant textual evidence to partially support and inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, key events, procedures, or topics and subtopics.
	+ Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
* **Target 10. WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).
	+ Level 2 students should be able to provide partial evidence that they can 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 moderate complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text 9point of view; interactions among events, concepts, people or ideas; authors’ reasoning and evidence.
	+ Level 2 students should be able to use evidence to partially justify interpretations of information presented or how information is integrated (authors’ reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.
	+ Level 2 students should be able to provide partial evidence that they can compare how information (events, people, ideas, topics) is presented within or across texts of moderate complexity or how conflicting information across texts reveals authors’ points of view.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or genre-specific features to analyze or integrate information.
	+ Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures of genre-specific features to analyze or integrate information in texts of moderate complexity.
* **Target 14. LANGUAGE USE:** Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.
	+ Level 2 student should be able to provide partial evidence that they can determine or interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, of connotative meanings of words and phrases used in context 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.
		- Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics of sources.
		- With some sup[port use basic language appropriate to the purpose and audience when revising or composing text
		- Apply or edit a piece of writing demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization punctuation and spelling) when writing
		- Demonstrate limited use of technology including the internet to produce and publish writing
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description,) 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, or use dialogue when describing an event).
	+ Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion.
* **Target 2. COMPOSE FULL TEXTS:** write longer narrative tests demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and author’s craft—all appropriate to purpose (writing a speech, style, or point of view in a short story).
	+ Level 2 students should be able to provide p[atrial evidence that they can write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words phrases; and partial use of descriptive details and sensory language to convey experience of authors craft appropriate to purpose, including a conclusion.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of information/explanatory text: organizing ideas by stating and maintain a focus/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
	+ Level 3 students should be able to provide partial evidence that they can write or revise on information/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full information/explanatory texts, attending to purpose and audience: organize ideas by stating and maintain a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.
	+ Level 2 students should be able to provide partial evidence that they can plan write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; and include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate 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 claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, r providing a conclusion appropriate to purpose and audience.
	+ Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; partially establish and support a claim; partially organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partially developed conclusion using a formal style.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or texts, 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 an appropriate conclusion.
	+ Level 2 students should be able to provide partial evidence that they can plan write, revise, and edit argument texts, demonstrating ability to state claims about topics or sources; partially attend to purpose, audience, and organization; include some structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use 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 texts.
	+ Level 2 students should be able to use, with minimal support (e.g., with resources), some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.
* **Target 9. EDIT/CLARIFY**: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.
	+ Level 2 students should be able to provide partial evidence that they can apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
	+ Level 2 students should be able to provide partial evidence that they can use technology, including the internet, to produce and publish writing.

**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 visually.
	+ Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use speakers’ details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.

**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 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:** Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.
	+ Level 2 students should be able to provide partial evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on multiple sources including various multimedia components.
* **Target 2. ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
	+ Level 2 students should be able to provide partial evidence that they can analyze, including compare and contrast, one author’s presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.
* **Target 3. EVALUATE INFORMATION/SOURCES**: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.
	+ Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.
* **Target 4. USE EVIDENCE:** Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.
	+ Level 2 students should be able to provide partial evidence that they can generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.

**6th Grade Level 3 ELA Descriptors**

**Reading: Literary Texts**

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

* + - With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity.
		- Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.
		- Accurately summarize central ideas and key events.
		- With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.
		- Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects.
		- With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors’ points of view.
		- With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
* **Target 1. KEY DETAILS:** Use explicit details and implicit information from the text to support inferences or analyses of the information presented.
	+ Level 3 students should be able to cite specific, sufficient, and relevant textual evidence to adequately support conclusions drawn from texts of moderate-to-high complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events.
	+ Level 3 students should be able to summarize central ideas, themes, and key events using relevant details from texts of moderate-to-high complexity to determine a theme or central idea and provide an objective summary.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 3 students should be able to provide adequate evidence that they can 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 moderate-to-high complexity.
* **Target 4. REASONING & EVIDENCE:** Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot).
	+ Level 3 students should be able to use adequate textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).
	+ Level 3 students should be able to use adequate textual evidence to analyze how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, 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) from multiple sources of text and the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation
	+ Level 3 students should be able to provide adequate evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation in texts of moderate-to-high complexity.

**Reading: Informational Texts**

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

* + - With some consistency, identify relevant textual evidence to support conclusions drawn from text.
		- Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.
		- Accurately summarize central ideas and key events.
		- Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.
		- Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects.
		- Analyze how information is presented within or across texts, identifying some relationships among targeted aspects.
		- Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
* **Target 8. KEY DETAILS:** Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources.
	+ Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate-to-high complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, key events, procedures, or topics and subtopics.
	+ Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
* **Target 10. WORD MEANINGS:** Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).
	+ Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings 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 moderate-to-high complexity.
* **Target 11. REASONING & EVIDENCE:** Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; authors’ reasoning and evidence).
	+ Level 3 students should be able to use supporting evidence to adequately justify interpretations or analyses of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors’ reasoning and evidence) in texts of moderate-to-high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.
	+ Level 3 students should be able to provide adequate evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of moderate-to-high complexity or how conflicting information reveals authors’ points of view.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or genre-specific features to analyze or integrate information.
	+ Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate-to-high complexity.
* **Target 14. LANGUAGE USE:** Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.
	+ Level 3 students should be able to provide adequate evidence that they can determine or interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.

**Writing**

* **Threshold:** The student just enters Level 3 should be able to:
	+ - Apply some narrative strategies when writing or revising one or more paragraphs.
		- Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
		- Employ effective text features and visual components appropriate to purpose.
		- 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.
		- 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.
		- Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
		- Demonstrate some use of technology, including the Internet, to produce and publish writing.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description,) 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, or use dialogue when describing an event).
	+ Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
* **Target 2. COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and author’s craft—all appropriate to purpose (writing a speech, style, or point of view in a short story).
	+ Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
* **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 topic 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 write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion appropriate 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, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.
	+ Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.
* **Target 5. USE TEXT FEATURES**: Employ text features and visual components appropriate to purpose.
	+ Level 3 students should be able to adequately employ text features and visual components appropriate 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 claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, 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 one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or texts, 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 an appropriate conclusion.
	+ Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, 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.
* **Target 8. LANGUAGE & VOCABULARY USE**: Strategically use 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 texts.
	+ Level 3 students should be able to adequately use a broad 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.
* **Target 9. EDIT/CLARIFY**: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.
	+ Level 3 students should be able to provide adequate evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
	+ Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.

**Listening**

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

* + - Engage and interact with media and source materials and account for elements that contribute to points of view.
* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually.
	+ Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use speakers' details, claims argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.

**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:** Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.
	+ Level 3 students should be able to provide adequate evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on several sources including various multimedia components.
* **Target 2. ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
	+ Level 3 students should be able to provide adequate evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.
* **Target 3. EVALUATE INFORMATION/ SOURCES**: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.
	+ Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.
* **Target 4. USE EVIDENCE:** Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.
	+ Level 3 students should be able to provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.

**6th Grade Level 4 ELA Descriptors**

**Reading: Literary Texts**

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

* + - Cite specific, relevant textual evidence to support conclusions drawn from text.
		- Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.
		- Summarize central ideas and key events in texts of high complexity.
		- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.
		- Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects.
		- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
		- Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
* **Target 1. KEY DETAILS:** Use explicit details and implicit information from the text to support inferences or analyses of the information presented.
	+ Level 4 students should be able to cite specific, relevant, and substantial textual evidence to support conclusions drawn from texts of unusually high complexity.
* **Target 2. CENTRAL IDEAS**: Summarize central ideas/key events.
	+ Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the texts of unusually high complexity, including references to characterization and plot development.
* **Target 3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools).
	+ Level 4 students should be able to provide thorough evidence that they can 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 unusually high complexity.
* **Target 4. REASONING & EVIDENCE:** Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot).
	+ Level 4 students should be able to use thorough and varied textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).
	+ Level 4 students should be able to use thorough and varied textual evidence to analyze how information is presented within or across texts of unusually high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, 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) from multiple sources of highly complex texts of unusually high complexity and the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.
	+ Level 4 students should be able to provide thorough evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation in texts of unusually high complexity.

**Reading: Informational Texts**

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

* + - Cite specific, relevant textual evidence to support conclusions drawn from text.
		- Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.
		- Summarize central ideas and key events in texts of high complexity.
		- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.
		- Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.
		- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
* Evaluate text structures across texts.
* **Target 8. KEY DETAILS:** Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources.
	+ Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.
* **Target 9. CENTRAL IDEAS:** Summarize central ideas, key events, procedures, or topics and subtopics.
	+ Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
* **Target 10. WORD MEANINGS**: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).
	+ Level 4 students should be able to provide thorough evidence that they can 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 unusually high complexity.
* **Target 11. REASONING & EVIDENCE:** Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; authors’ reasoning and evidence).
	+ Level 4 students should be able to use supporting evidence to thoroughly justify interpretations of information presented or how information is integrated (authors’ reasoning; interactions between events, concepts, or ideas), in texts of unusually high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.
	+ Level 4 students should be able to provide thorough evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of unusually high complexity or how conflicting information across texts reveals authors’ points of view.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or genre-specific features to analyze or integrate information.
	+ Level 4 students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or genre-specific features to analyze or integrate information in texts of unusually high complexity.
* **Target 14. LANGUAGE USE:** Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.
	+ Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the intent and impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of unusually high complexity.

**Writing**

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

* + - Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
		- Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
		- Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.
		- 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.
		- Employ advanced text features and visual components appropriate to purpose.
		- 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.
		- Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
		- Effectively use technology, including the Internet, to produce and publish writing.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description,) 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, or use dialogue when describing an event).
	+ Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
* **Target 2. COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and author’s craft—all appropriate to purpose (writing a speech, style, or point of view in a short story).
	+ Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
* **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 topic 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 write or revise more than one complex informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or strong supporting evidence and elaboration; or by writing body paragraphs or a strong conclusion appropriate 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, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.
	+ Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.
* **Target 5. USE TEXT FEATURES:** Employ text features and visual components appropriate to purpose.
	+ Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate 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 claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, 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 more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.
* **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics or texts, 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 an appropriate conclusion.
	+ Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex argument texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Strategically use 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 texts.
	+ Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.
	+ Level 4 students should be able to provide thorough evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.
	+ Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.

**Listening**

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

* + - Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
* **Target 4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually.
	+ Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use speakers' details, claims argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.

**Research**

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

* + - Employ multimodal resources to advance a 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 an authoritative claim.
		- Evaluate and cite substantial, relevant evidence.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.
	+ Level 4 students should be able to provide thorough evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on several sources including various multimedia components.
* **Target 2. ANALYZE/INTEGRATE INFORMATION**: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
	+ Level 4 students should be able to provide thorough evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.
* **Target 3. EVALUATE INFORMATION/ SOURCES:** Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.
	+ Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.
* **Target 4. USE EVIDENCE:** Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.
	+ Level 4 students should be able to provide thorough evidence that they generate a claim/main idea and cite critical evidence to support analyses, arguments, or critiques.