**7th Grade Level 1 Understanding**

**Reading: Literary Texts**

* **Target 1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.
  + Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events using key details from the text.
  + Level 1 students should be able to retell a basic sequence of events with minimal detail from the text.
* **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, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, 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 4. REASONING & EVIDENCE:** Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made.
  + Level 1 students should be able to use minimal evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of low complexity.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.
  + Level 1 students should be able to minimally identify relationships among literary elements within texts of low complexity representing various genres and text types.
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations).
  + Level 1 students should be able to provide minimal evidence that they can identify various text structures and genre-specific features or formats of texts and provide limited explanation of the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), 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 that they can identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low 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.
  + Level 1 students should be able to identify textual evidence that minimally supports a basic 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, inset text).
  + 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 supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas).
  + Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze and compare relationships within or across texts (point of view, genre features, topic).
  + Level 1 students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.
  + Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts and minimally compare/analyze the impact of those choices on meaning or presentation.
* **Target 14. LANGUAGE USE:** Interpret intent of figurative language (e.g., cliché, pun, hyperbole), 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 identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.

**Writing**

* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing), 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 authors’ craft appropriate to purpose, including a minimal conclusion.
* **Target 2. COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors’ craft—all appropriate to purpose (writing 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, chronology, and occasional transitional strategies for coherence; and use some descriptive details and some sensory language to convey experiences or authors’ craft appropriate to purpose, including a minimal conclusion.
* **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 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus, provide minimal supporting evidence and elaboration, or write body paragraphs or a minimal 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; 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 texts on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence; include minimal evidence and elaboration; and develop 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 ideas and 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 and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal 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 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging 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 1 students should be able to provide minimal evidence that they can write or edit texts, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or 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, analyzing concepts and supporting evidence.
  + Level 1 students should be able to provide minimal evidence that they can conduct short research projects to answer a question or problem, drawing on a limited number of sources, including multimedia components, and generate a minimal number of related questions for further research and investigation.
* **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 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
* **Target 3. EVALUATE INFORMATION/ 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 and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide 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 1 students should be able to provide minimal evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.

**7th Grade Level 2 Understanding**

**Reading: Literary Texts**

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

* + - Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.
    - Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.
    - Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types.
    - Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.
    - Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
* **Target 1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.
  + Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events using key details from the text.
  + Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details from the text.
* **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, word relationships, word structure (e.g., common Greek or Latin roots, affixes), 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 judgments made.
  + Level 2 students should be able to use partial textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of moderate complexity.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.
  + Level 2 students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations).
  + Level 2 students should be able to provide partial evidence that they can analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), 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 that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.

**Reading: Informational Texts**

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

* + - Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
    - Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.
    - Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity.
    - Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.
    - Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.
    - Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.
    - Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
* **Target 8. KEY DETAILS:** Use explicit details and implicit information from texts to support inferences or analyses of the information presented.
  + Level 2 students should be able to cite relevant textual evidence to partially support a simple inference, analysis, interpretation, or 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, inset text).
  + 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 of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas).
  + Level 2 students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze and compare relationships within or across texts (point of view, genre features, topic).
  + Level 2 students should be able provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.
  + Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and partially compare/analyze the impact of those choices on meaning or presentation.
* **Target 14. LANGUAGE USE:** Interpret intent of figurative language (e.g., cliché, pun, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context.
  + Level 2 students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation 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 pieces demonstrating partial ability to state claims about topics or sources.
    - With some support, use basic language appropriate to the purpose and audience when revising or composing text.
    - Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
    - 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, pacing), 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 authors’ craft appropriate to purpose, including a conclusion.
* **Target 2. COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors’ 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 partial evidence that they can write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or 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 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 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying transitional strategies for coherence or including supporting evidence and elaboration, or by writing body paragraphs or a 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; develop an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence, citing evidence and elaboration; and provide 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, or 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; establish and support a claim; organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partial 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, partially demonstrating ability to state claims about topics or sources; partially attend to purpose and audience; organize ideas by stating a context and focus; include 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 write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or 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 that 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, analyzing concepts and supporting evidence.
  + Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer a question or problem, drawing on multiple sources, including multimedia components, and generate additional related questions for further research and investigation.
* **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 how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
* **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 and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide 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 introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.

**7th Grade Level 3 Understanding**

**Reading: Literary Texts**

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

* + - Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.
    - Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases.
    - Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.
    - Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types.
    - Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.
    - Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
* **Target 1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.
  + Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.
* **Target 2. CENTRAL IDEAS:** Summarize central ideas/key events using key details from the text.
  + Level 3 students should be able to adequately summarize central ideas, themes, and key events using relevant details from the text 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, word relationships, word structure (e.g., common Greek or Latin roots, affixes), 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.
  + Level 3 students should be able to use an adequate range of relevant textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of moderate-to-high complexity.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.
  + Level 3 students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements within texts of moderate-to-high complexity representing various genres and text types.
* **Target 6. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations).
  + Level 3 students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), 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 determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.

**Reading: Informational Texts**

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

* + - Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
    - Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.
    - Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity.
    - Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.
    - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.
    - Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.
    - Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.
* **Target 8. KEY DETAILS:** Use explicit details and implicit information from texts to support inferences or analyses of the information presented.
  + Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or 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, inset text).
  + 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 11. REASONING & EVIDENCE:** Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas).
  + Level 3 students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze and compare relationships within or across texts (point of view, genre features, topic).
  + Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.
  + Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and adequately compare/analyze the impact of those choices on meaning or presentation.
* **Target 14. LANGUAGE USE:** Interpret intent of figurative language (e.g., cliché, pun, hyperbole), 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 the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.

**Writing**

**-Threshold:** The student who 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; 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 an 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, pacing), 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 authors’ 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 authors’ 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 authors’ 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 applying 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; 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 texts on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration; and provide 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 effective 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 write or edit texts, demonstrating an adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or 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 who just enters Level 2 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, analyzing concepts and supporting evidence.
  + Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.
* **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 how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
* **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 and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide 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 introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.

**7th Grade Level 4 Understanding**

**Reading: Literary Texts**

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

* + - Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases.
    - Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.
    - Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.
    - Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.
    - Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.
    - Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.
    - Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
* **Target 1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.
  + 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 2. CENTRAL IDEAS:** Summarize central ideas/key events using key details from the text.
  + 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 text, 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, word relationships, word structure (e.g., common Greek or Latin roots, affixes), 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.
  + Level 4 students should be able to use thorough and varied textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of unusually high complexity.
* **Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.
  + Level 4 students should be able to thoroughly analyze relationships among literary elements within texts of unusually high complexity representing various genres and text types.
* **Target 6. TEXT STRUCTURES & FEATURES: Relate** knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations).
  + Level 4 students should be able to provide thorough evidence that they can evaluate various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.
* **Target 7. LANGUAGE USE:** Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), 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 evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.

**Reading: Informational Texts**

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

* + - Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
    - Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity.
    - Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity.
    - Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information
    - Delineate and evaluate the argument assessing whether the reasoning is sound.
    - Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.
    - Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.
    - Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
* **Target 8. KEY DETAILS:** Use explicit details and implicit information from texts to support inferences or analyses of the information presented.
  + 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, inset text).
  + 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 of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas).
  + Level 4 students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze and compare relationships within or across texts (point of view, genre features, topic).
  + Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
* **Target 13. TEXT STRUCTURES & FEATURES:** Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.
  + Level 4 students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and thoroughly compare/analyze the impact of those choices on meaning or presentation.
* **Target 14. LANGUAGE USE:** Interpret intent of figurative language (e.g., cliché, pun, hyperbole), 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 impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of 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 authors' 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 write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
    - Effectively use technology, including the Internet, to produce and publish writing.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing), 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 authors’ 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 authors’ 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 authors’ 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 informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence and including strong supporting evidence and elaboration, and 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; 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 texts on a topic, thoroughly attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration; and provide a well-developed, effective 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; and 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 argumentative 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 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 write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
* **Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or 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 audio visual 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 and analysis
    - Search for relevant information from diverse authoritative sources.
    - Systematically evaluate sources’ uses and limitations.
    - 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, analyzing concepts and supporting evidence.
  + Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.
* **Target 2. ANALYZE/INTEGRATE:** Analyze information with 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 how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
* **Target 3. EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyzes.
  + Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.
* **Target 4. USE EVIDENCE:** Generate a claim or main idea and cite evidence to support analyzes, arguments, or critiques.
  + Level 4 students should be able to provide thorough evidence that they introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyzes, arguments, or critiques