

South Carolina Alternate Assessments Performance Level Descriptors

English Language Arts

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Standards Reference Number Abbreviations

Inquiry-Based Literacy Standards (I)

Reading – Literary Text (RL)

Reading – Informational Text (RI)

Writing (W)

DRAFT

Grade 3

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.2: Organize and categorize important information into basic categories.	Can identify characteristics of objects, pictures, or stories.	Can identify similarities or differences in objects, pictures, or stories.	Can organize and categorize important information into basic categories.	Can organize and categorize important information and report relevant findings.
I 4.1: Draw simple conclusions based on relationships and patterns.	Can connect a person to an event or idea.	Can determine how information on the same topic is similar in two sources.	Can compare information in several sources on the same topic, find logical connections, and draw a conclusion.	Can describe relationships and patterns of information from several sources and draw logical conclusions from the patterns.
RL 5.1: Answer questions based on what is presented explicitly in a text; make simple inferences based on the text.	Can identify the explicitly-stated actions of characters in a story.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text; use information in the text to draw conclusions and make simple inferences.	Can answer inferential questions and refer to details and examples that support the inferences and conclusions.
RL 6.1: Determine the theme (big idea) and recall key details that support the theme.	Can understand the concept of plot (e.g., that stories are about characters and what they do).	Can recognize important events in a story.	Can recognize a simple theme in a story.	Can determine a theme and provide a basic summary of a story.
RL 8.1: Use text evidence to describe a character's traits, motivations, or feelings, and explain how their actions contribute to the development of the plot.	Can recognize characters and events in a story.	Can identify interactions between main characters and/or events in a story.	Can describe a character's feelings, traits, and motivations in a story.	Can explain how a character's feelings, traits, and motivations contribute to the development of the plot.
RL 9.1: Identify and explain how the author uses idioms, metaphor, or personification to shape meaning.	Can recognize that pictures can represent words.	Can recognize and understand common simple imagery in stories.	Can identify the meaning of common idioms, metaphor, or personification to shape meaning.	Can explain how an author uses idioms, metaphor, or personification to add meaning in a story.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 10.1: Use paragraph-level context to determine meanings of words and phrases.	Can match a word to a corresponding object or picture.	Can identify meanings of words that are clearly defined within a story.	Can use context clues within a paragraph to determine meanings of words and phrases.	Can explain the meanings of words based on their use in a paragraph.
RI 5.1: Answer simple literal questions to determine meaning.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text and use information in the text to connect facts in the text.	Can quote segments from text to demonstrate literal understanding of informational texts.
RI 6.1: Summarize a simple paragraph using key details to support the central idea.	Can recognize details as part of a larger topic.	Can identify a main idea.	Can identify the main idea in a text and connect it to supporting details.	Can summarize a text using key details to support the central idea.
RI 8.1: Explain how the author uses words and phrases to inform, explain, or describe.	Can match a word to a corresponding object or picture.	Can recognize the meaning of words that are defined explicitly in text.	Can identify real-life connections between words and their use.	Can explain how an author's choice of words and phrases enhances meaning.
RI 8.2: Use charts and tables (e.g., menus, school schedules, etc.) to gain meaning and explain how these features contribute to a text.	Can match information in a chart or table.	Can identify information found in a simple chart or table.	Can identify information found in a chart or table and explain how it contributes to the meaning of the text.	Can identify information found in a map or timeline and explain how it contributes to the meaning of the text.
RI 9.1: Use paragraph-level context to determine the meaning of words and phrases.	Can match a word to a corresponding object or picture.	Can identify meanings of words that are clearly defined within a story.	Can use context clues within a paragraph to determine meanings of words and phrases.	Can explain the meanings of words based on their use in a paragraph.
RI 10.1: Identify clearly stated author's purpose and/or perspective.	Can determine if a text is factual or not.	Can determine the general purpose of a text (e.g., to inform, entertain).	Can identify an author's purpose in a specific section of a text.	Can identify a clearly stated author's purpose and/or perspective.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 11.1: Identify a simple problem and solution, description, and question-answer structures.	Can understand the concept of text structure (that it has a beginning, middle, and end).	Can recognize text structure when presented in a graphic organizer.	Can identify the type of text structure (problem-solution, question-answer, description) an author uses.	Can use text structure (problem-solution, question-answer, sequence) to locate information.
W 2.1a: Organize information into appropriate sections	Can sequence two facts in order using words or pictures.	Can organize information (3 or more facts) chronologically.	Can organize and information (1-2 paragraph sections) in a logical manner.	Can organize information into appropriate paragraphs (4-5 paragraphs).
W 2.1b: Use information from print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can select information from print and multimedia sources.	Can use relevant information from multiple print and multimedia sources to share information.
W 2.1c: Use formats and illustrations to aid comprehension	Can select an image that is related to a topic.	Can select several graphics that relate to a topic.	Can include graphics and multimedia to support main ideas.	Can format graphics and text to support the key ideas in a logical manner.
W 2.1d: Include relevant details and examples.	Can select an object related to a topic.	Can select a topic to share and give some facts.	Can write about a specific topic using facts and details to describe the topic.	Can write an informative text that introduces the topic, develop main ideas supported by facts and details, and include a concluding statement.
W 2.1g: Use domain-specific vocabulary to present information.	Can recognize/identify words related to a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary to explain or inform a topic.	Can use precise language and domain-specific vocabulary to inform or explain.
W 2.1j: Provide a concluding statement.	Can select an object related to a topic.	Can select a topic to share and give some facts.	Can write about a specific topic using facts and details to describe the topic.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.

Grade 4

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.2: Organize and categorize important information into basic categories.	Can identify characteristics of objects, pictures, or stories.	Can identify similarities or differences in objects, pictures, or stories.	Can organize and categorize important information into basic categories.	Can organize and categorize important information and report relevant findings.
I 4.1: Note patterns in research and draw logical conclusions based on those relationships.	Can connect a person to an event or idea.	Can determine how information on the same topic is similar in two sources.	Can compare information in several sources on the same topic, find logical connections, and draw a conclusion.	Can describe relationships and patterns of information from several sources and draw logical conclusions from the patterns.
RL 5.1: Answer simple inferential questions. Refer to details and examples within a text to support inferences.	Can identify the explicitly-stated actions of characters in a story.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text; use information in the text to draw conclusions and make simple inferences.	Can answer inferential questions and refer to details and examples that support the inferences and conclusions.
RL 6.1: Determine a theme (big idea) within a text and identify key details that support the theme.	Can understand the concept of plot (e.g., that stories are about characters and what they do).	Can recognize important events in a story.	Can recognize a simple theme in a story.	Can determine a theme and provide a basic summary of a story.
RL 8.1: Identify events or conflicts that result in character development in a narrative.	Can recognize characters and events in a story.	Can identify interactions between main characters and/or events in a story.	Can describe how events are used to develop characters in a story.	Can explain how conflict or context shapes the characters and/or plot in a story.
RL 9.1: Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Can recognize that pictures can represent words.	Can recognize and understand common simple imagery in stories.	Can identify the meaning of simple imagery, hyperbole (e.g., big as a house), common proverbs, or adages.	Can explain how an author uses imagery, hyperbole, adages, or proverbs to shape meaning.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 10.1: Use easily located, explicitly stated definitions, examples, and restatements of simple words and phrases.	Can match a word to a corresponding object or picture.	Can identify real-life connections between words and their use.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use context clues to determine meanings of words and phrases.
RI 5.1: Answer simple inferential questions.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can answer questions about information stated in a text and use information in the text to draw conclusions and make simple inferences.	Can quote segments from a text to demonstrate both literal and inferential levels of understanding.
RI 6.1: Summarize multi-paragraph texts using key details to support the central idea.	Can recognize details as part of a larger topic.	Can identify a main idea.	Can identify the main idea in a text and connect it to supporting details.	Can identify two main ideas in a text and describe the details that support them.
RI 8.1: Identify how the author uses simple words and phrases to shape meaning.	Can match a word to a corresponding object or picture.	Can recognize the meaning of words that are defined explicitly in text.	Can identify real-life connections between words and their use.	Can explain how an author's choice of words and phrases enhances meaning.
RI 8.2: Identify basic text features (e.g., titles, numbered lists, illustrations) and explain how these features contribute to a text.	Can identify basic text features (e.g., title, author, illustrations, pages).	Can describe the text features and structures that an author uses.	Can identify text features and describe how they contribute to the meaning of the text.	Can describe the relationships between text features and explain how they contribute to the meaning of the text.
RI 9.1: Use definitions, examples, and restatements to determine the meaning of a word or phrase.	Can match a word to a corresponding object or picture.	Can recognize the meaning of words that are defined explicitly in text.	Can identify real-life connections between words and their use.	Can use definitions, examples, and restatements to determine the meaning of a word or phrase.
RI 10.1: Identify elements of simple primary and secondary accounts of the same event or topic.	Can recognize two similar processes (e.g., washing dishes, washing clothes).	Can identify similarities and differences in two similar activities or events.	Can compare accounts of the same topic or event.	Can describe similarities and differences in accounts of the same event or topic.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 11.1: Identify simple text structures.	Can recognize different types of informational text (e.g., school schedules, charts, lists).	Can identify basic text features and structures within a text.	Can identify the type of text structure (problem-solution, question-answer, sequence) an author uses.	Can identify the type of text structure (problem-solution, question-answer, sequence) an author uses and explain how it contributes to meaning.
W 2.1a: Introduce a topic.	Can select an object related to a topic.	Can select a topic to share.	Can write about a specific topic using facts and details to describe the topic.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.
W 2.1b: Use information from print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can select information from print and multimedia sources.	Can use relevant information from multiple print and multimedia sources to share information.
W 2.1c: Organize information into appropriate sections.	Can sequence two facts in order.	Can organize information chronologically.	Can organize information in a logical manner.	Can organize information into appropriate paragraphs.
W 2.1d: Use formats and illustrations to aid comprehension.	Can select an image that is related to a topic.	Can select several graphics that relate to a topic.	Can include graphics and multimedia to support main ideas.	Can format graphics and text to support the key ideas in a logical manner.
W 2.1h: Use words and phrases to link ideas and information.	Can understand the concepts of beginning, middle, and end.	Can select appropriate transition words (e.g., first, next, last).	Can use appropriate and varied transitions.	Can use transitional words to link ideas in a text.
W 2.1i: Use domain-specific vocabulary to present information.	Can recognize words related to a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary to explain a topic.	Can use precise language and domain-specific vocabulary to inform or explain.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1k: Provide a concluding statement.	Can select an object related to a topic.	Can select a topic to share.	Can write about a specific topic using facts and details to describe the topic.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.

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Grade 5

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.2: Organize and categorize important information into categories and sub-categories.	Can identify characteristics of objects, pictures, or stories.	Can identify similarities or differences in objects, pictures, or stories.	Can organize and categorize important information and report relevant findings.	Can organize and categorize important information into categories and sub-categories and report relevant findings.
I 4.1: Note patterns in research and draw logical conclusions based on those relationships.	Can connect a person to an event or idea.	Can determine how information on the same topic is similar in two sources.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare information in several sources on the same topic and find a logical conclusion.
RL 5.1: Make simple inferences and draw simple conclusions.	Can identify the explicitly-stated actions of characters in a story.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text; use information in the text to draw conclusions and make simple inferences.	Can cite several examples of textual evidence to support what the text says explicitly as well as draw conclusions from events and actions in the text.
RL 6.1: Identify the theme (big idea) or lesson in a story and identify details that support the theme or lesson.	Can understand the concept of plot (e.g., that stories are composed of a series of actions).	Can recognize a central idea in a narrative.	Can determine a theme of a text and provide a summary statement.	Can determine a theme and provide a summary of the narrative.
RL 8.1: Identify how simple characters, events, or settings in a text affect the plot or story.	Can recognize characters, events, or settings from a narrative.	Can identify interactions between main characters, events, and/or settings.	Can describe how setting affects the characters and/or plot; can describe how an event helps shape the plot.	Can analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RL 9.1: Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Can recognize simple connotation in text (e.g., an adult scolding a child vs. an adult praising a child).	Can determine the figurative meaning of simple words and phrases as they are used in text.	Can recognize familiar similes (e.g., "as brave as a lion").	Can determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds.
RI 10.1: Use the overall meaning of a text to identify meanings of a simple word or phrase.	Can match a word to a corresponding object or picture.	Can identify real-life connections between words and their use.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use context clues to determine meanings of words and phrases.
RI 5.1: Identify basic meaning in a text.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text and use information in the text to draw conclusions and make simple inferences.	Can quote segments from text to demonstrate both literal and inferential levels of understanding.
RI 6.1: Summarize a text with two central ideas.	Can recognize details as part of a larger topic.	Can identify a main idea.	Can identify two main ideas in a text and the details that support them.	Can cite key supporting details and summarize a text with two or more central ideas.
RI 8.1: Identify how the author uses simple words and phrases to shape meaning.	Can match a word to a corresponding object or picture.	Can recognize the meaning of words that are defined explicitly in text.	Can identify real-life connections between words and their use.	Can explain how an author's choice of words and phrases enhances meaning.
RI 8.2: Identify basic text features (e.g., headings, bullets, boldface words) and explain how these features contribute to a text.	Can identify basic text features (e.g., title, author, illustrations, page numbers).	Can describe the text features and structures that an author uses.	Can identify the text features that occur in two texts on the same topic.	Can use text features to gather information about a topic from several sources.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 9.1: Use the overall meaning of a text to determine the meaning of a word or phrase.	Can match a word to a corresponding object or picture.	Can recognize the meaning of words that are defined explicitly in text.	Can identify real-life connections between words and their use.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.
RI 10.1: Identify elements of simple primary and secondary accounts of the same event or topic.	Can recognize two similar events (e.g., playing a game, playing a sport).	Can identify similarities and differences in two similar activities or events.	Can explain how accounts of the same event or topic are different in two texts.	Can explain why the same event can be interpreted differently by two people.
RI 11.1: Identify simple text features and structures.	Can recognize different types of informational text (e.g., school schedules, menus, number lines).	Can identify basic text features and structures within a text.	Can identify the type of text structure (comparison-contrast, question-answer, sequence) an author uses.	Can use text structures across multiple texts to locate information and gain meaning.
W 2.1a: Introduce a topic clearly.	Can recognize persons, events, or details related to a topic.	Can note relationships among facts and details, persons, or events.	Can write informative/explanatory texts that introduces a topic, provide a general observation, and a concluding statement.	Can write informative/explanatory texts that introduce a topic clearly, provide relevant facts and details, and provide a concluding statement.
W 2.1b: Gather information from multiple print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can select information from print and multimedia sources.	Can use relevant information from multiple print and multimedia sources to share information.
W 2.1c: Organize ideas, concepts, and information in a logical manner.	Can sequence two facts in order.	Can organize information chronologically.	Can organize information in a logical manner.	Can make clear connections and distinctions among the facts presented.
W 2.1f: Include graphics and multimedia to support the text.	Can select an image that is related to a topic.	Can select several graphics that relate to a topic.	Can include graphics and multimedia to support main ideas.	Can format graphics and text to support the key ideas in a logical manner.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1g: Include relevant details and examples.	Can match a detail from a source to the topic.	Can select details that relate to a topic.	Can include relevant details and examples.	Can develop the topic with relevant facts, concrete details, and other information.
W 2.1j: Use appropriate and varied transitions.	Can understand the concepts of first, next, last.	Can select appropriate transition words (e.g., now, later).	Can use appropriate and varied transitions.	Can use transitional words to link ideas in a text.
W 2.1k: Include domain-specific vocabulary.	Can recognize words related to a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary to explain a topic.	Can use precise language and domain-specific vocabulary to inform or explain.
W 2.1m: Provide a concluding statement.	Can recognize persons, events, or details related to a topic.	Can note relationships among facts and details, persons, or events.	Can write informative/explanatory texts that introduce a topic, and provide a general observation and a concluding statement.	Can write informative/explanatory texts that introduce a topic clearly, provide relevant facts and details, and provide a concluding statement.

Grade 6

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.4: Organize and categorize important information, revise ideas, and report relevant findings.	Can identify characteristics of objects, pictures, or stories.	Can identify similarities or differences in objects, pictures, or stories.	Can organize and categorize important information and report relevant findings.	Can organize and categorize important information into categories and sub-categories and report relevant findings.
I 4.1: Demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can connect a person to an event or idea.	Can determine how information on the same topic is similar in two sources.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare information in several sources on the same topic and find a logical conclusion.
RL 5.1: Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can identify the explicitly-stated actions of characters in a story.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text; use information in the text to draw conclusions.	Can cite several examples of textual evidence to support what the text says explicitly as well as draw conclusions from events and actions in the text.
RL 6.1: Determine a theme of a text and provide a summary statement.	Can understand the concept of plot (e.g., that stories are composed of a series of actions).	Can recognize a central idea in a narrative.	Can determine a theme of a text and provide a summary statement.	Can determine a theme and analyze its development; provide a summary of the narrative.
RL 8.1: Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	Can recognize characters, events, or settings from a narrative.	Can identify interactions between main characters, events, and settings.	Can describe how setting affects the characters and/or plot; can describe how an event helps shape the plot.	Can analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RL 9.1: Determine the figurative meaning of simple words and phrases as they are used in text.	Can recognize simple connotation in text (e.g., an adult scolding a child vs. an adult praising a child).	Can determine the figurative meaning of simple words and phrases as they are used in text.	Can recognize familiar similes (e.g., "as brave as a lion").	Can determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds.
RI 10.1: Use context clues to determine meanings of words and phrases.	Can match a word to a corresponding object or picture.	Can identify real-life connections between words and their use.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use context clues to determine meanings of words and phrases.
RI 5.1: Cite textual evidence to support analysis of what the text says explicitly.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text and use information in the text to draw conclusions and make simple inferences.	Can cite examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 6.1: Summarize a text with two or more central ideas.	Can recognize details as part of a larger topic.	Can identify a main idea and details that support it.	Can cite supporting details and summarize a text with two main ideas.	Can provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
RI 8.1: Determine figurative, connotative, or technical meanings of words or phrases in a text.	Can match a word to a corresponding object or picture.	Can identify real-life connections between words and their use.	Can determine the meaning of figurative (e.g., familiar idioms), connotative (e.g., exaggeration), or technical language (domain-specific terms) in a text.	Can determine figurative, connotative, and technical meanings of words and phrases used in a text.
RI 8.2: Identify basic text features (e.g., headings, bullets, boldface words, table of contents).	Can identify basic text features (e.g., title, author, illustrations).	Can describe the text features and structures that an author uses.	Can identify basic text features (e.g., headings, boldface words) and explain how these features contribute to a text.	Can determine the impact of text features and structures on an author's ideas or claim.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 9.1: Use the overall meaning of a text to determine the meaning of a word or phrase.	Can match a word to a corresponding object or picture.	Can identify real-life connections between words and their use.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use context clues to determine meanings of words and phrases.
RI 10.1: Use two accounts of the same event or topic to note important similarities and differences in the perspective presented.	Can recognize two similar events (e.g., playing a game, playing a sport).	Can identify similarities and differences in two similar activities or events.	Can explain why the same event can be interpreted differently by two people.	Can analyze accounts of the same event or topic and point out how the perspective of each differs.
RI 11.1: Identify simple text features and structures.	Can recognize different types of informational text (e.g., schedules, menus).	Can identify the type of text structure (comparison-contrast, question-answer, sequence) an author uses.	Can identify basic text features and structures and note their effect.	Can determine the impact of text features and structures on an author's ideas or claims.
W 2.1a: Introduce a focused topic.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and a concluding statement.	Can write informative/explanatory texts that introduce a focused topic, develop the topic with relevant facts, concrete details, or other information and examples; and provide a concluding statement.
W 2.1b: Use relevant information from multiple print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources.
W 2.1c: Use structures to organize ideas, concepts, and information.	Can sequence two facts in order.	Can organize information chronologically.	Can organize ideas, concepts, and information in a logical manner.	Can make clear connections and distinctions among the concepts presented.
W 2.1e: Include graphics and multimedia to aid comprehension.	Can select an image that is related to the topic.	Can select several graphics that relate to the topic.	Can include graphics and multimedia to support the text.	Can format graphics and text to support the key ideas in a logical manner.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1f: Develop the topic with relevant facts, concrete details, or other information and examples.	Can match a detail from a source to the topic.	Can select details that relate to a topic.	Can include relevant details and examples.	Can develop the topic with relevant facts, concrete details, quotations, or other information and examples.
W 2.1j: Use appropriate transitions.	Can understand the concepts of first, next, last.	Can select appropriate transition words (e.g., now, later).	Can use appropriate and varied transitions.	Can use transitional words to clarify the relationships among the ideas in the text.
W 2.1k: Use domain-specific vocabulary.	Can recognize words related to a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary to explain a topic.	Can use precise language and domain-specific vocabulary to inform or explain.
W 2.1m: Provide a concluding statement.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic; provide relevant information and a concluding statement.	Can write informative/explanatory texts that introduce a focused topic. Develop the topic with relevant facts, concrete details, or other information and examples; and provide a concluding statement.

Grade 7

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.4: Organize and categorize important information and report relevant findings.	Can identify characteristics of objects, pictures, or stories.	Can identify similarities or differences in objects, pictures, or stories.	Can organize and categorize important information and report relevant findings.	Can organize and categorize important information into categories and sub-categories and report relevant findings.
I 4.1: Demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can connect a person to an event or idea.	Can determine how information on the same topic is similar in two sources.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare information in several sources on the same topic and find a logical conclusion.
RL 5.1: Answer questions about information stated in the text; use information in the text to draw conclusions and make inferences.	Can identify the explicitly-stated actions of characters in a story.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text; use information in the text to draw conclusions and make inferences.	Can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL 6.1: Determine a theme of a text and provide a summary statement.	Can understand the concept of plot (e.g., that stories are composed of a series of events).	Can recognize a simple theme in a narrative.	Can determine a theme of a text and provide a summary statement.	Can determine one or more themes and analyze their development; provide an objective summary.
RL 8.1: Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.	Can describe characters, events, or settings in a narrative.	Can identify interactions between characters, events, or settings.	Can determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact.	Can analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RL 9.1: Determine the figurative meaning of simple words and phrases as they are used in text; recognize rhyme used in poetry.	Can identify real-life connections between words and their use.	Can recognize familiar similes (e.g., "as brave as a lion").	Can determine the figurative meaning of simple words and phrases as they are used in text; recognize rhyme used in poetry.	Can determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
RL 10.1: Use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can match a word to a corresponding object or picture.	Can use an appropriate word to fit the context (e.g., "wet" vs. "damp").	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use context clues to determine meanings of words and phrases.
RL 3.3: Read grade-appropriate text,	Can identify real-life connections between words and their uses.	Can identify pictures or symbols related to safety skills and functional skills (e.g. restroom signs, stop signs, menus, recipes, maps).	Can identify words related to safety skills and functional skills (e.g. restroom signs, stop signs, menus, recipes, maps). Begins to recognize commonly used site words.	Can read age-appropriate text.
RI 5.1: Answer questions about information stated in text; use information in the text to draw conclusions and make several inferences.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can answer questions about information stated in a text and use information in the text to draw conclusions and make several inferences.	Can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 6.1: Summarize a text with multiple key ideas.	Can understand the concept of at the beginning, next, and finally.	Can sequence the steps in a process (e.g., school schedule, simple recipe).	Can summarize a text with multiple key ideas.	Can provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 8.1: Determine the meaning of figurative, connotative, or technical language in a text.	Can identify real-life connections between words and their use.	Can determine the meaning of age appropriate, domain-specific words.	Can determine the meaning of figurative, connotative, or technical language in a text.	Can determine figurative, connotative, and technical meanings of words and phrases used in a text; can analyze the impact of specific words or phrases on meaning and tone.
RI 8.2: Determine the text features and structures that an author uses.	Can identify basic text features (e.g., title, author, illustrations).	Can identify basic text features (e.g., headings, bullets, boldface words) and explain how these features contribute to a text.	Can describe the text features and structures that an author uses.	Can determine the impact of text features and structures on an author's ideas or claim.
RI 10.1: Determine an author's perspective or purpose in one or more texts.	Can determine if a text is factual or not.	Can determine the purpose of a text.	Can determine an author's perspective or purpose in one or more texts.	Can determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.
RI 11.1: Identify basic text features and structures and note their effect.	Can determine the type of informational text (e.g., information about a topic, schedules, and sets of directions).	Can identify the type of text structure (description, comparison-contrast, question-answer, sequence) an author uses.	Can identify basic text features and structures and note their effect.	Can determine the impact of text features and structures on an author's ideas or claims.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1a: Introduce a topic.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, and provide relevant information and a concluding statement.	Can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it. Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text. All information is related and developed with two of more facts with a beginning and an ending or opening and closing statement.
W 2.1b: Gather information from multiple print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources.
W 2.1c: Organize ideas, concepts, and information in a logical manner.	Can sequence two facts in order.	Can organize information chronologically.	Can organize ideas, concepts and information in a logical manner.	Can make clear connections and distinctions among the concepts presented.
W 2.1e: Include graphics and multimedia to support the text.	Can select an image that is related to the topic.	Can select several graphics that relate to the topic.	Can include graphics and multimedia to support the text.	Can format graphics and text to support the key ideas in a logical manner.
W 2.1f: Include relevant details and examples.	Can match a detail from a source to the topic.	Can select details that relate to a topic.	Can include relevant, details and examples.	Can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1j: Use appropriate and varied transitions.	Can understand the concepts of first, next, last.	Can select appropriate transition words (e.g., before, after).	Can use appropriate and varied transitions.	Can create cohesion through the use of well-placed transitions to clarify the relationships of the ideas in the text.
W 2.1k: Include domain-specific vocabulary.	Can recognize basic terms related to a topic.	Can recognize a range of domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary appropriately.	Can use precise language and domain-specific vocabulary to manage the complexity of the topic.
W 2.1m: Provide a concluding statement.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and a concluding statement.	Can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it. Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text. All information is related and developed with two or more facts with a beginning and an ending or opening and closing statement.

Grade 8

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.4: Organize and categorize basic information and report some relevant findings.	Can identify characteristics of objects, pictures or stories.	Can identify similarities or differences in objects, pictures, and stories.	Can organize and categorize basic information, revise ideas, and report some relevant findings.	Can organize and categorize important information into categories.
I 4.1: Demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can recognize a character, object, place, or event.	Can identify relationships within a text among people, events, or ideas	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare and contrast relationships and patterns between two texts.
RL 5.1: Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can identify the explicitly-stated actions of characters in a story.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can answer questions about information stated in text; use information in the text to draw conclusions and make inferences.	Can cite the evidence that most strongly supports inferences drawn from the text.
RL 6.1: Determine one or more themes and provide a basic summary of a text.	Can understand the concept of plot (e.g., that stories are composed of a series of events).	Can recognize a simple theme in a narrative.	Can determine one or more themes and provide a basic summary of text.	Can provide a summary of a text that includes an analysis of its themes.
RL 8.1: Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.	Can describe characters, events, or settings in a narrative.	Can recognize how characters, events, or settings in a text affect the plot or story.	Can determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact.	Can analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RL 9.1: Determine the figurative and connotative meanings of words and phrases as they are used in a text.	Can identify real-life connections of words and their use.	Can recognize familiar similes and idioms (ex. "it's raining cats and dogs").	Can determine the figurative and connotative meanings of words and phrases as they are used in text (e.g., stories, poems).	Can determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone,
RI 10.1: Use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can match a word to a corresponding object or picture.	Can use an appropriate word to fit the context (e.g., "chilly" vs. "freezing").	Can use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can use context clues to determine meanings of more complex words and phrases, including words with multiple meanings.
RI 5.1: Cite evidence to support basic analysis of what the text says explicitly.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in text.	Can answer questions about information stated in text and use information in the text to draw conclusions and make several inferences.	Can cite the evidence that most strongly supports inferences drawn from the text.
RI 6.1: Identify central ideas and show how they support the topic of the text.	Can understand the concepts of in the beginning, later, finally.	Can sequence the presentation of main ideas within a topic.	Can identify the central ideas and show how they support the topic of the text.	Can provide a summary of a text that includes an analysis of its central ideas.
RI 8.1: Determine the meaning of figurative, connotative, or technical words and phrases in a text.	Can identify real-life connections between words and their use.	Can determine the meaning of age-appropriate domain-specific words.	Can determine the meaning of figurative, connotative, or technical words and phrases in a text.	Can understand the function of connotation in persuasion.
RI 8.2: Analyze text features and structures that authors use and explain how these features contribute to understanding the text.	Can identify basic text features (e.g., title, author, illustrations).	Can identify basic text features (e.g., chapters, headings, bullets, boldface words, table of contents) and explain how these features contribute to a text.	Can describe text features and structures and explain how these features contribute to understanding the text.	Can identify the function of a range of text features (e.g., titles, chapters, footnotes).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 10.1: Determine an author's perspective or purpose in one or more texts.	Can determine if a text is factual or not.	Can determine the purpose of a text.	Can determine an author's perspective or purpose in one or more texts.	Can analyze the author's perspective or purpose in one or more texts.
RI 11.1: Identify basic text features and structures and note their effect.	Can determine the type of informational text (e.g., information about a topic, schedules, and sets of directions).	Can identify the type of text structure (description, comparison-contrast, question-answer, problem-solution, cause-effect, sequence) an author uses.	Can determine how the author's ideas or claims are supported through the use of text structures.	Can describe the ways different authors use text structures to present information on the same topic.
W 2.1a: Introduce a topic.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, provide relevant information and include a concluding statement.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W 2.1b: Gather information from multiple print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multi-media sources.
W 2.1c: Organize ideas, concepts, and information in a logical manner.	Can sequence two facts in order.	Can organize information chronologically.	Can organize ideas, concepts, and information in a logical manner.	Can organize ideas, concepts, and information into broader categories.
W 2.1e: Include graphics and multimedia to support the text.	Can select an image that is related to the topic.	Can select several graphics that relate to the topic.	Can include graphics and multimedia to support the text.	Can include formatting, graphics, and multimedia to aid in comprehension.
W 2.1f: Include relevant details and examples.	Can match a detail from a source to the topic.	Can select details that relate to a topic.	Can include relevant, details. and examples	Can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1j: Use appropriate and varied transitions.	Can understand the concepts of first, next, last.	Can select appropriate transition words (e.g., since, following that).	Can use appropriate and varied transitions.	Can use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W 2.1k: Include domain-specific vocabulary.	Can recognize basic terms related to a topic.	Can recognize a range of domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary that is relevant to the topic.	Can use precise language and domain-specific vocabulary to explain the topic.
W 2.1m: Provide a concluding statement.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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Grade 11

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
I 3.4: Organize and categorize important information; use relevant ideas to communicate new learning; ask questions to gather additional information.	Can identify characteristics of objects, pictures, or stories.	Can identify similarities or differences in objects, pictures, or stories.	Can organize and categorize important information; use relevant ideas to communicate new learning; ask questions to gather additional information.	Can organize and categorize important information into categories and sub-categories and report on the categories and sub-categories.
I 4.1: Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	Can recognize when he or she encounters familiar people, objects, places, and events.	Can determine how various informational texts on the same topic are similar in what is presented on the topic.	Can compare informational texts on the same topic and find a logical conclusion.	Can analyze relationships and patterns of evidence to confirm conclusions.
RL 5.1: Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can identify the explicitly-stated actions of characters in a story.	Can recount key details of a story and refer to details and examples within a text to draw inferences.	Can answer inferential questions and refer to details and examples within a text to support inferences.	Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL 6.1: Determine themes or central ideas of a text and provide detailed summaries of a text.	Can understand the concept of plot (e.g., that stories are composed of a series of events).	Can recognize a simple theme in a narrative.	Can determine themes or central ideas of text and provide basic summaries of text.	Can determine a theme of a text and analyze its development over the course of the text and provide an objective summary of the text.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RL 8.1: Determine how characters or a series of ideas or events is introduced, connected, and developed within a particular story, poem, or drama.	Can recognize how simple characters, events, or settings in a text affect the plot or story.	Can recognize how simple characters, events, or settings in a text affect the plot or story and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	Can analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular story, poem, or drama.
RL 9.1: Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Can identify real-life connections between words and their use.	Can recognize common similes (e.g., "as brave as a lion"), metaphors, and idioms.	Can determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Can analyze the impact of specific word choices on meaning and tone.
RL 10.1: Use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can match a word to a corresponding object or picture.	Can use an appropriate word to fit the context (e.g., "furious" vs. "upset").	Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet").	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.
RI 5.1: Make multiple inferences and cite evidence from a text to support those inferences.	Can identify facts stated explicitly in a text.	Can connect facts to information stated explicitly in text.	Can make multiple inferences and cite evidence from text to support those inferences.	Can cite identify multiple supported interpretations of a text.
RI 6.1: Identify the topic and support it with central ideas and details.	Can understand basic sequencing terms (e.g., at first, following, finally).	Can order event, ideas, or steps in a process.	Can identify the topic and support it with central ideas and details.	Can determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
RI 8.1: Determine figurative, connotative, or technical meanings of words and phrases.	Can identify real-life connections between words and their use	Can determine the meaning of age-appropriate domain-specific words.	Can determine the meaning of figurative, connotative, or technical words and phrases in a text.	Can determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words and phrases.
RI 8.2: Determine how an author uses text features and structures to shape meaning and tone.	Can identify basic text features (e.g., titles, numbered lists, illustrations).	Can identify basic text features (e.g., chapters, headings, bullets, boldface words, table of contents, indices) and explain how these features contribute to a text.	Can describe text features and structures that authors use and explain how these features contribute to understanding the text.	Can determine how an author uses text features and structures to shape meaning and tone.
RI 10.1: Identify an author's point of view and determine the author's purpose in one or more texts.	Can recognize facts presented by an author.	Can recognize details in a text that illustrate the author's purpose.	Can determine an author's perspective or purpose in one or more texts.	Can analyze the author's perspective or purpose in one or more texts and show how it advances the author's point of view.
RI 11.1: Explain how the author's ideas or claims are supported through the use of text features and structures.	Can determine the type of informational text (e.g., information about a topic, schedules, sets of directions, descriptions of problems).	Can identify the type of text structure (description, comparison-contrast, question-answer, problem-solution, cause-effect, sequence, exposition) an author uses.	Can identify text structures and note their effectiveness in conveying information or presenting a convincing argument.	Can explain how the author's ideas or claims are supported through the use of text features and structures.
W 2.1a: Introduce a topic.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1b: Use relevant information from multiple print and multimedia sources.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multi-media sources.
W 2.1c: Organize ideas, concepts, and information to make connections and distinctions.	Can select an image that is related to the topic.	Can select several graphics that relate to the topic.	Can include graphics and multimedia to support the text.	Can include formatting, graphics, and multimedia to aid comprehension.
W 2.1e: Include graphics and multimedia to aid comprehension as needed.	Can sequence two facts in order.	Can organize information chronologically.	Can develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.	Can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W 2.1f: Develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.	Can understand the concepts of first, next, last.	Can select appropriate transition words (e.g., however, in conclusion).	Can use appropriate and varied transitions.	Can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W 2.1i: Use appropriate transitions.	Can recognize basic terms related to a topic.	Can recognize a range of domain-specific terms that relate to a specific topic.	Can include domain-specific vocabulary appropriate to the topic.	Can use precise language and domain-specific vocabulary to manage the complexity of the topic.
W 2.1j: Use domain-specific vocabulary.	Can determine if text is factual or not.	Can select a relevant fact from one source.	Can gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multi-media sources

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
W 2.1: Provide a concluding statement or section.	Can recognize persons, events, details, or ideas related to a topic.	Can note relationships among facts and details, persons, events, or ideas.	Can write informative/explanatory texts that introduce a topic, provide relevant information and include a concluding statement.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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