PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	3.RL.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RL.2	identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.	identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text.
Detailed	3.RL.3	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story.	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story and explains how these elements contribute to the story.	describes characters in a story (e.g., traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.	describes complex elements (e.g., traits, motivations, or feelings) of complex characters in a story and explains how their actions contribute to a complex sequence of events.
Detailed	3.RL.4	uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Detailed	3.RL.5	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; explains how each successive part builds on earlier sections.
Detailed	3.RL.6	identifies the points of view of the narrator or characters.	distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from that of the narrator or those of the characters.	distinguishes his or her own point of view from implicitly stated points of view of the narrator or those of the characters.
Detailed	3.RL.7	uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting, or mood.	uses specific aspects of a text's illustrations to understand the text and makes lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting, create mood).	analyzes how specific aspects of a complex text's illustrations contribute to a more thorough understanding of the text; makes higher-level inferences about how the illustrations reflect characters, setting, or mood.
Detailed	3.RL.9	identifies simple and explicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	describes explicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series); makes inferences to identify support used by authors.

Reading: Informational Text					
Detailed	3.RI.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RI.2	identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea.
Detailed	3.RI.3	identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using vague language that pertains to time, sequence, and cause/effect.	describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immerging application, using academic language that pertains to time, sequence, and cause/effect.
Detailed	3.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines the meaning of advanced academic and domain-specific words and phrases in a text.
Detailed	3.RI.5	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.

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Detailed	3.RI.6	identifies the point of view of the author of a text.	distinguishes his or her own point of view from an explicitly stated point of view of the author of a text.	distinguishes his or her own point of view from that of the author of a text.	distinguishes his or her own point of view from an implicitly stated point of view of the author of a text.
Detailed	3.RI.7	identifies information gained from simple illustrations (e.g., maps, photographs) and the explicit statements within a text to demonstrate understanding of the text.	uses information gained from simple illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	analyzes information gained from complex illustrations (e.g., maps, photographs) and the inferences within a text to demonstrate understanding of the text.
Detailed	3.RI.8	identifies the simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence).
Detailed	3.RI.9	identifies the most important points and key details presented in a text.	describes the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons.

Writing					
Detailed	3.W.1	writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one.	writes a moderately organized opinion piece, using some reasons to support one's point of view: a. includes a simple introduction and organizational structure that states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides a simple concluding statement or section.	writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides a concluding statement or section.	writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view. a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides strong evidence that effectively supports the opinion. c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides an effective concluding statement or section.

Detailed	3.W.2	writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. does not include a concluding statement or section or includes an ineffective one.	writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly: a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension. b. provides limited facts, definitions, and details to support the topic. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.	writes an informative/explanatory text to examine a topic and conveys ideas and information clearly: a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension. b. develops the topic with facts, definitions, and details. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides a concluding statement or section.	writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension. b. provides facts, definitions, and details that effectively support the topic. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides an effective concluding statement or section.
Detailed	3.W.4-6	produces writing with guidance and support that includes incomplete and insufficient development, incomplete revision, and collaborative elements.	produces writing with guidance and support that includes incomplete or insufficient development, minimal revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.

Writing: Foundational Skills					
Detailed	3.WF.3	demonstrates limited knowledge of and ability to apply spelling conventions and patterns, including: a. single-syllable words with less common and complex graphemes; b. singular and plural possessives; c. regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes; d. grade-level-appropriate words in English including: 1.irregular words 2. pattern-based words.	demonstrates basic knowledge of and ability to apply spelling conventions and patterns, including: a. some single-syllable words with less common and complex graphemes; b. some singular and plural possessives; c. some regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes; d. some grade-level-appropriate words in English including: 1. irregular words 2. pattern-based words.	demonstrates knowledge of and ability to apply spelling conventions and patterns, including: a. single-syllable words with less common and complex graphemes; b. singular and plural possessives; c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; d. grade-level-appropriate words in English including: 1. irregular words 2. pattern-based words.	demonstrates thorough knowledge of and a strong ability to ability to apply spelling conventions and patterns, including: a. single-syllable words with less common and complex graphemes; b. singular and plural possessives; c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; and d. grade-level-appropriate words in English including: 1. irregular words 2. pattern-based words.

Listening					
Detailed	3.SL.2	identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	accurately summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	3.SL.3	asks and answers simple questions about information from a speaker.	asks and answers explicit questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers complex questions about information from a speaker, offering relevant and effective elaboration and detail.

Language					
Detailed	3.L.1	demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking: a. recognizes the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in simple sentences. b. inconsistently forms and uses regular and irregular plural nouns. c. inconsistently uses abstract nouns (e.g., childhood). d. inconsistently forms and uses regular and irregular verbs. e. inconsistently forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. inconsistently ensures subject-verb and pronoun-antecedent agreement. g. inconsistently forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.	demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking: a. identifies the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. forms and uses straightforward regular and irregular plural nouns. c. occasionally uses abstract nouns (e.g., childhood). d. generally forms and uses regular and irregular verbs. e. generally forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. generally ensures subject-verb and pronoun-antecedent agreement. g. forms and uses straightforward comparative and superlative adjectives and adverbs, and generally chooses correctly between them depending on what is to be modified.	demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. forms and uses regular and irregular plural nouns. c. uses abstract nouns (e.g., childhood). d. forms and uses regular and irregular verbs. e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. ensures subject-verb and pronoun-antecedent agreement. g. forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.	demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. forms and uses regular and irregular plural nouns. c. uses abstract nouns (e.g., childhood). d. forms and uses regular and irregular verbs. e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. ensures subject-verb and pronoun-antecedent agreement. g. forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.

		h. inconsistently uses coordinating and subordinating conjunctions. i. produces simple sentences.	h. generally recognizes when to use coordinating and subordinating conjunctions. i. produces simple, compound, and complex sentences.	h. uses coordinating and subordinating conjunctions. i. produces simple, compound, and complex sentences.	h. uses coordinating and subordinating conjunctions. i. produces simple, compound, and complex sentences.

Detailed	3.L.2	demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue.d. inconsistently forms and uses possessives.	demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: a. generally capitalizes appropriate words in titles. b. generally uses commas in addresses. c. generally uses commas and quotation marks in dialogue.d. forms and uses simple possessives.	demonstrates command of the conventions of Standard English capitalization and punctuation when writing: a. capitalizes appropriate words in titles. b. uses commas in addresses. c. uses commas and quotation marks in dialogue.d. forms and uses possessives.	demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing: a. capitalizes appropriate words in titles. b. uses commas in addresses. c. uses commas and quotation marks in dialogue.d. forms and uses possessives.
Detailed	3.L.3	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening: a. inconsistently chooses words and phrases for effect. b. occasionally recognizes differences between the conventions of spoken and written Standard English.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. occasionally chooses words and phrases for effect. b. recognizes differences between the conventions of spoken and written Standard English.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. chooses words and phrases for effect. b. recognizes and observes differences between the conventions of spoken and written Standard English.	uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening: a. strategically chooses words and phrases for effect. b. recognizes and observes differences between the conventions of spoken and written Standard English.

Detailed	3.L.4	inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from at least one strategy:	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:
		a. determines the meaning of the new word formed when a below-grade affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	a. determines the meaning of the new word formed when a known affix is added to a known word.	a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		b. uses below-grade root words as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	b. uses a known root word as a clue to the meaning of an unknown word with the same root.	b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
		c. uses sentence-level context as a clue to the meaning of straightforward words or phrases.	c. uses sentence-level context as a clue to the meaning of a word or phrase.	c. uses sentence-level context as a clue to the meaning of a word or phrase.	c. uses sentence-level context as a clue to the meaning of a word or phrase.
		d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Detailed	3.L.5	demonstrates limited understanding of word relationships and nuances in word meanings: a. inconsistently recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. inconsistently identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. inconsistently recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	demonstrates basic understanding of word relationships and nuances in word meanings: a. recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. generally identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	demonstrates understanding of word relationships and nuances in word meanings: a. distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	demonstrates deep understanding of word relationships and nuances in word meanings: a. distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).