

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the	For grade-appropriate texts, the	For grade-appropriate texts,	For grade-appropriate texts,
		Minimally Proficient student	Partially Proficient student	the Proficient student	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.

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	writes a moderately organized	writes an opinion piece on	writes a well-organized,
		organization and attempts to use	opinion piece, using some	topics or texts, using reasons	multi-paragraph opinion
		reasons to support one's point of	reasons to support one's point of	to support one's point of	piece, using sound reasons
		view:	view:	view.	to support one's point of
					view.
		a. does not include an	a. includes a simple introduction	a. introduces the topic or	
		introduction or includes an	and organizational structure that	text, states an opinion, and	a. effectively introduces the
		ineffective one.	states an opinion and lists	creates an organizational	topic or text, states an
			reasons.	structure that lists reasons.	opinion, and creates an
		b. provides irrelevant facts,			organizational structure that
		definitions, and details to	b. provides limited reasons to	b. provides reasons that	lists reasons.
		support the topic.	support the opinion.	support the opinion.	
					b. provides strong evidence
		c. inconsistently uses linking	c. uses some linking words and	c. uses linking words and	that effectively supports the
		words and phrases (e.g.,	phrases (e.g., because, therefore,	phrases (e.g., because,	opinion.
		because, therefore, since, for	since, for example) to connect	therefore, since, for example)	
		example) to connect opinion and	opinion and reasons.	to connect opinion and	c. uses linking words and
		reasons.		reasons.	phrases (e.g., because,
			d. provides a simple concluding		therefore, since, for
		d. does not include a concluding	statement or section.	d. provides a concluding	example) to connect opinion
		statement or section or includes		statement or section.	and reasons.
		an ineffective one.			
					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	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	writes an informative/explanatory text to examine a topic and conveys ideas and information clearly: a. introduces a topic and	writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related
		ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to	information together; includes illustrations when useful to aiding comprehension. b. provides limited facts,	groups related information together; includes illustrations when useful to aiding comprehension.	information together; includes illustrations when useful to aiding comprehension.
		b. provides irrelevant facts, definitions, and details to	definitions, and details to support the topic. c. uses some linking words and	b. develops the topic with facts, definitions, and details.c. uses linking words and	b. provides facts, definitions, and details that effectively support the topic.
		c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to	phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding	phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of
		connect ideas within categories of information. d. does not include a concluding	statement or section.	d. provides a concluding statement or section.	information. d. provides an effective concluding statement or
		statement or section or includes an ineffective one.			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	demonstrates basic knowledge of	demonstrates knowledge of	demonstrates thorough
		of and ability to apply spelling	and ability to apply spelling	and ability to apply spelling	knowledge of and a strong
		conventions and patterns,	conventions and patterns,	conventions and patterns,	ability to ability to apply
		including:	including:	including:	spelling conventions and
					patterns, including:
		a. single-syllable words with less	a. some single-syllable words	a. single-syllable words with	
		common and complex	with less common and complex	less common and complex	a. single-syllable words with
		graphemes;	graphemes;	graphemes;	less common and complex graphemes;
		b. singular and plural	b. some singular and plural	b. singular and plural	
		possessives;	possessives;	possessives;	b. singular and plural
					possessives;
		c. regular two- and three-syllable	c. some regular two- and three-	c. regular two- and three-	
		words that combine some basic	syllable words that combine	syllable words that combine	c. regular two- and three-
		syllable types and include	some basic syllable types and	basic syllable types and	syllable words that combine
		common, transparent prefixes and suffixes;	include common, transparent prefixes and suffixes;	include common, transparent prefixes and suffixes;	basic syllable types and include common,
		and sumixes,	prenxes and surnxes,	prenxes and surnxes,	transparent prefixes and
		d. grade-level-appropriate words	d. some grade-level-appropriate	d. grade-level-appropriate	suffixes; and
		in English including:	words in English including:	words in English including:	Surfixes, und
					d. grade-level-appropriate
		1.irregular words	1. irregular words	1. irregular words	words in English including:
		2. pattern-based words.	2. pattern-based words.	2. pattern-based words.	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	demonstrates understanding of	demonstrates command of	demonstrates strong
		understanding of the	the conventions of Standard	the conventions of Standard	command of the
		conventions of Standard English	English grammar and usage when	English grammar and usage	conventions of Standard
		grammar and usage when writing or speaking:	writing or speaking:	when writing or speaking:	English grammar and usage when writing or speaking:
			a. identifies the function of	a. explains the function of	
		a. recognizes the function of	nouns, pronouns, verbs,	nouns, pronouns, verbs,	a. explains the function of
		nouns, pronouns, verbs,	adjectives, and adverbs in	adjectives, and adverbs in	nouns, pronouns, verbs,
		adjectives, and adverbs in general and their functions in	general and their functions in particular sentences.	general and their functions in particular sentences.	adjectives, and adverbs in general and their functions
		simple sentences.			in particular sentences.
			b. forms and uses	b. forms and uses regular and	
		b. inconsistently forms and uses regular and irregular plural	straightforward regular and irregular plural nouns.	irregular plural nouns.	b. forms and uses regular and irregular plural nouns.
		nouns.		c. uses abstract nouns (e.g.,	
			c. occasionally uses abstract	childhood).	c. uses abstract nouns (e.g.,
		c. inconsistently uses abstract	nouns (e.g., childhood).		childhood).
		nouns (e.g., childhood).		d. forms and uses regular and	
			d. generally forms and uses	irregular verbs.	d. forms and uses regular
		d. inconsistently forms and uses	regular and irregular verbs.		and irregular verbs.
		regular and irregular verbs.		e. forms and uses the simple	
			e. generally forms and uses the	verb tenses (e.g., I walked; I	e. forms and uses the simple
		e. inconsistently forms and uses	simple verb tenses (e.g., I	walk; I will walk).	verb tenses (e.g., I walked; I
		the simple verb tenses (e.g., I	walked; I walk; I will walk).		walk; I will walk).
		walked; I walk; I will walk).		f. ensures subject-verb and	
		f in a secieta attendent a secieta at	f. generally ensures subject-verb	pronoun-antecedent	f. ensures subject-verb and
		f. inconsistently ensures subject- verb and pronoun-antecedent	and pronoun-antecedent agreement.	agreement.	pronoun-antecedent agreement.
		agreement.	agreement.	g. forms and uses	agreement.
		agreement.	g. forms and uses	comparative and superlative	g. forms and uses
		g. inconsistently forms and uses	straightforward comparative and	adjectives and adverbs, and	comparative and superlative
		comparative and superlative	superlative adjectives and	chooses between them	adjectives and adverbs, and
		adjectives and adverbs, and	adverbs, and generally chooses	depending on what is to be	chooses between them
		chooses between them	correctly between them	modified.	depending on what is to be
		depending on what is to be modified.	depending on what is to be modified.		modified.

1	1 1 1 1 1		1, ,, ,
h. inconsistently uses	h. generally recognizes when to		h. uses coordinating and
coordinating and subordinating	use coordinating and	h. uses coordinating and	subordinating conjunctions.
conjunctions.	subordinating conjunctions.	subordinating conjunctions.	
			i. produces simple,
i. produces simple sentences.	i. produces simple, compound,	i. produces simple,	compound, and complex
p and a second	and complex sentences.	compound, and complex	sentences.
	and complex sellences.	sentences.	Sementees.
		sentences.	

Detailed	212	demonstrates basic	domanstratos understandins ef	domonstratos command of	domanstratos strans
Detailed	3.L.2		demonstrates understanding of	demonstrates command of	demonstrates strong
		understanding of the	the conventions of Standard	the conventions of Standard	command of the
		conventions of Standard English	English capitalization and	English capitalization and	conventions of Standard
		capitalization and punctuation	punctuation when writing:	punctuation when writing:	English capitalization and
		when writing:			punctuation when writing:
			a. generally capitalizes	a. capitalizes appropriate	
		a. inconsistently capitalizes	appropriate words in titles.	words in titles.	a. capitalizes appropriate
		appropriate words in titles.			words in titles.
			b. generally uses commas in	b. uses commas in addresses.	
		b. inconsistently uses commas in	addresses.		b. uses commas in
		addresses.		c. uses commas and	addresses.
			c. generally uses commas and	quotation marks in	
		c. inconsistently uses commas	quotation marks in dialogue.d.	dialogue.d. forms and uses	c. uses commas and
		and quotation marks in	forms and uses simple	possessives.	quotation marks in
		dialogue.d. inconsistently forms	possessives.	'	dialogue.d. forms and uses
		and uses possessives.			possessives.
Detailed	3.L.3	uses basic knowledge of	uses knowledge of language and	uses knowledge of language	uses comprehensive
		language and its conventions	its conventions when writing,	and its conventions when	knowledge of language and
		when writing, speaking, reading,	speaking, reading, or listening:	writing, speaking, reading, or	its conventions when
		or listening:	op caming, caramig, comments	listening:	writing, speaking, reading,
			a. occasionally chooses words	l locelling.	or listening:
		a. inconsistently chooses words	and phrases for effect.	a. chooses words and	or natering.
		and phrases for effect.	and pinases for effect.	phrases for effect.	a. strategically chooses
		and pinases for effect.	b. recognizes differences	piliases for effect.	words and phrases for
		b. occasionally recognizes	between the conventions of	b. recognizes and observes	effect.
		differences between the		differences between the	enect.
			spoken and written Standard		h managairea and abas was
		conventions of spoken and	English.	conventions of spoken and	b. recognizes and observes
		written Standard English.		written Standard English.	differences between the
					conventions of spoken and
					written Standard English.
1					

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

5	2.5	I			
Detailed	3.L.5	demonstrates limited	demonstrates basic	demonstrates understanding	demonstrates deep
		understanding of word	understanding of word	of word relationships and	understanding of word
		relationships and nuances in	relationships and nuances in	nuances in word meanings:	relationships and nuances in
		word meanings:	word meanings:		word meanings:
				a. distinguishes the literal	
		a. inconsistently recognizes the	a. recognizes the literal and	and nonliteral meanings of	a. distinguishes the literal
		literal and nonliteral meanings of	nonliteral meanings of words and	words and phrases in context	and nonliteral meanings of
		words and phrases in context	phrases in context (e.g., take	(e.g., take steps).	words and phrases in
		(e.g., take steps).	steps).		context (e.g., take steps).
				b. identifies real-life	
		b. inconsistently identifies real-	b. generally identifies real-life	connections between words	b. identifies real-life
		life connections between words	connections between words and	and their uses (e.g., describe	connections between words
		and their uses (e.g., describe	their uses (e.g., describe people	people who are friendly or	and their uses (e.g., describe
		people who are friendly or	who are friendly or helpful).	helpful).	people who are friendly or
		helpful).	, , ,	,	helpful).
			c. recognizes shades of meaning	c. distinguishes shades of	
		c. inconsistently recognizes	among related words that	meaning among related	c. distinguishes shades of
		shades of meaning among	describe states of mind or	words that describe states of	meaning among related
		related words that describe	degrees of certainty (e.g., knew,	mind or degrees of certainty	words that describe states
		states of mind or degrees of	believed, suspected, heard, and	(e.g., knew, believed,	of mind or degrees of
		_	· · · · · · · · · · · · · · · · · · ·		_
		certainty (e.g., knew, believed,	wondered).	suspected, heard, and	certainty (e.g., knew,
		suspected, heard, and		wondered).	believed, suspected, heard,
		wondered).			and wondered).