

<b>Performance Level Descriptors (PLDs)</b>				
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Policy Statement</b>	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
	<b>Reading</b>			
	<b>A student at this level</b>	<b>A student at this level</b>	<b>A student at this level</b>	<b>A student at this level</b>
3.RL.RR.9/ 3.RI.RR.19	<ul style="list-style-type: none"> <li>reads and minimally comprehends literature and informational texts in the grade 3 text complexity level.</li> </ul>	<ul style="list-style-type: none"> <li>reads and partially comprehends literature and informational texts in the grade 3 text complexity level.</li> </ul>	<ul style="list-style-type: none"> <li>reads and proficiently comprehends literature and informational texts in the grade 3 text complexity level.</li> </ul>	<ul style="list-style-type: none"> <li>reads and thoroughly comprehends literature and informational texts in the grade 3 text complexity level.</li> </ul>
3.RL.KI.1	<ul style="list-style-type: none"> <li>attempts to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers some questions to demonstrate some understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>
3.RL.KI.2	<ul style="list-style-type: none"> <li>attempts to recount stories, including fables, folktales, and myths from diverse cultures; attempts to determine the</li> </ul>	<ul style="list-style-type: none"> <li>simplistically recounts stories, including fables, folktales, and myths from diverse cultures; determines the explicitly stated central message,</li> </ul>	<ul style="list-style-type: none"> <li>recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how</li> </ul>	<ul style="list-style-type: none"> <li>recounts in depth stories, including fables, folktales, and myths from diverse cultures; determines the implied central message, lesson, or moral and</li> </ul>

3.RL.KI.3	<p>central message, lesson, or moral and attempts to explain how it is conveyed through key details in the text.</p> <ul style="list-style-type: none"> <li>attempts to describe characters in a story (e.g., their traits, motivations, or feelings) and attempts to explain how their actions contribute to the story.</li> </ul>	<p>lesson, or moral and explains how it is conveyed through some key details in the text.</p> <ul style="list-style-type: none"> <li>simplistically describes characters in a story (e.g., their traits, motivations, or feelings) and simplistically explains how their actions contribute the story.</li> </ul>	<p>it is conveyed through key details in the text.</p> <ul style="list-style-type: none"> <li>describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.</li> </ul>	<p>explains in depth how it is conveyed through key details in the text.</p> <ul style="list-style-type: none"> <li>describes in detail characters in a story (e.g., their traits, motivations, or feelings) and explains in depth how their actions contribute to the sequence of events.</li> </ul>
3.RL.CS.4	<ul style="list-style-type: none"> <li>attempts to determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul>	<ul style="list-style-type: none"> <li>determines the meanings of some familiar words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul>	<p>[Level 3 is the highest level supported by this standard.]</p>
3.RL.CS.5	<ul style="list-style-type: none"> <li>attempts to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; attempts to describe how each successive part builds on earlier sections.</li> </ul>	<ul style="list-style-type: none"> <li>refers to some parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how some successive parts build on earlier sections.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>refers in detail to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes in depth how each successive part builds on earlier sections.</li> </ul>

3.RL.CS.6	<ul style="list-style-type: none"> <li>attempts to distinguish his or her own point of view from the point of view of the narrator or those of the characters.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes his or her own point of view from the explicit point of view of the narrator or those of the characters.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes his or her own point of view from that of the narrator or those of the characters.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes his or her own point of view from implied points of view of the narrator or those of the characters.</li> </ul>
3.RL.IK.7	<ul style="list-style-type: none"> <li>attempts to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>	<ul style="list-style-type: none"> <li>explains simplistically how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>	<ul style="list-style-type: none"> <li>explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>	<ul style="list-style-type: none"> <li>explains in depth how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>
3.RL.IK.8	<ul style="list-style-type: none"> <li>attempts to compare and contrast 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).</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts the 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).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts the implicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</li> </ul>
3.RI.KI.10	<ul style="list-style-type: none"> <li>attempts to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>simplistically asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>

3.RI.KI.11	<ul style="list-style-type: none"> <li>attempts to determine the main idea of a text; attempts to recount the key details and explains how they support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>determines the explicitly stated main idea of a text; recounts some key details and explains how they support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>determines the main idea of a text; recounts the key details and explains how they support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>determines the implicitly stated main idea of a text; recounts the key details and explains in depth how they support the main idea.</li> </ul>
3.RI.KI.12	<ul style="list-style-type: none"> <li>attempts to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that attempts to address time, sequence, and cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>describes simplistically 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 and effect.</li> </ul>	<ul style="list-style-type: none"> <li>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 and effect.</li> </ul>	<ul style="list-style-type: none"> <li>describes in depth relationships 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 and effect.</li> </ul>
3.RI.CS.13	<ul style="list-style-type: none"> <li>attempts to determine the meaning of academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i>.</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of some academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i>.</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i>.</li> </ul>	[Level 3 is the highest level supported by this standard.]
3.RI.CS.14	<ul style="list-style-type: none"> <li>attempts to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>uses some text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>	[Level 3 is the highest level supported by this standard.]

3.RI.CS.15	<ul style="list-style-type: none"> <li>attempts to distinguish his or her own point of view from that of the author of a text.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes his or her own point of view from an explicitly stated point of view of the author of a text.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes his or her own point of view from that of the author of a text.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes his or her own point of view from the implicitly stated point of view of the author of a text.</li> </ul>
3.RI.IK.16	<ul style="list-style-type: none"> <li>attempts to use 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).</li> </ul>	<ul style="list-style-type: none"> <li>uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate some understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate in depth understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>
3.RI.IK.17	<ul style="list-style-type: none"> <li>attempts to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</li> </ul>	<ul style="list-style-type: none"> <li>describes simplistically the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</li> </ul>	<ul style="list-style-type: none"> <li>describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</li> </ul>	<ul style="list-style-type: none"> <li>describes in detail the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).</li> </ul>
3.RI.IK.18	<ul style="list-style-type: none"> <li>attempts to compare and contrast the most important points and key details presented in two texts.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts simplistically some of the most important points and key details presented in two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts the most important points and key details presented in two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts in detail the most important points and key details presented in two texts on the same topic.</li> </ul>

	<b>Writing</b>			
	<b>A student at this level</b>	<b>A student at this level</b>	<b>A student at this level</b>	<b>A student at this level</b>
3.W.TTP.22	<ul style="list-style-type: none"> <li>attempts to write opinion pieces on topics or texts, supporting a point of view with reasons: attempts to introduce the topic or text they are writing about, attempts to state an opinion, and attempts to create an organizational structure that lists reasons; attempts to provide reasons that support the opinion; attempts to use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons; attempts to provide a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>writes simplistic opinion pieces on topics or texts, supporting a point of view with reasons: introduces the topic or text they are writing about, states a basic opinion, and creates an organizational structure that lists a few reasons; provides some reasons that support the opinion; uses some linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons; provides a simplistic concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>writes opinion pieces on topics or texts, supporting a point of view with reasons: introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons; provides reasons that support the opinion; uses linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons; provides a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>writes in depth opinion pieces on topics or texts, supporting a point of view with relevant reasons: clearly introduces the topic or text they are writing about, states an opinion, and creates a clear organizational structure that lists reasons; provides relevant reasons that clearly support the opinion; effectively uses linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons; provides an effective concluding statement or section.</li> </ul>
3.W.TTP.23	<ul style="list-style-type: none"> <li>attempts to write informative or explanatory texts to examine a topic and convey ideas and information clearly: attempts to introduce a topic and</li> </ul>	<ul style="list-style-type: none"> <li>writes simplistic informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic or groups related</li> </ul>	<ul style="list-style-type: none"> <li>writes informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic and groups related information together;</li> </ul>	<ul style="list-style-type: none"> <li>writes in depth informative or explanatory texts to examine a topic and convey ideas and information clearly: clearly introduces a topic and groups related</li> </ul>

<p>3.W.TTP.24</p>	<p>group related information together; attempts to include illustrations when useful to aiding comprehension; attempts to develop the topic with facts, definitions, and details; attempts to use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information; attempts to provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>attempts to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: attempts to establish a situation and introduce a narrator, characters, or both; attempts to organize an event sequence that unfolds naturally; attempts to use dialogue and descriptions of</li> </ul>	<p>information together; may include illustrations when useful to aiding comprehension; develops the topic with some facts, definitions, or details; uses some linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information; provides a simplistic concluding statement or section.</p> <ul style="list-style-type: none"> <li>writes simplistic narratives to develop real or imagined experiences or events using effective technique, descriptive details, or clear event sequences: establishes a simplistic situation or introduces a narrator, characters, or both; organizes an event sequence that unfolds somewhat naturally; uses dialogue or descriptions of actions, thoughts, or feelings to develop some experiences or events or</li> </ul>	<p>includes illustrations when useful to aiding comprehension; develops the topic with facts, definitions, and details; uses linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information; provides a concluding statement or section.</p> <ul style="list-style-type: none"> <li>writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: establishes a situation and introduces a narrator, characters, or both; organizes an event sequence that unfolds naturally; uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; uses temporal words and</li> </ul>	<p>information together; includes relevant illustration when useful to aiding comprehension; precisely develops the topic with pertinent facts, definitions, and details; effectively uses linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information; provides an effective concluding statement or section.</p> <ul style="list-style-type: none"> <li>writes elaborate narratives to fully develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: establishes an elaborate situation and introduces a narrator, characters, or both; clearly organizes an event sequence that unfolds naturally; uses dialogue and descriptions of actions, thoughts, and feelings to fully develop experiences and events or show the response of characters to situations;</li> </ul>
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	<p>actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; attempts to use temporal words and phrases to signal event sequences; attempts to provide a sense of closure.</p>	<p>show the response of some characters to situations; uses temporal words or phrases to signal event order; provides a simplistic sense of closure.</p>	<p>phrases to signal event order; provides a sense of closure.</p>	<p>uses temporal words and phrases to clearly signal event order; provides a complete sense of closure.</p>
3.W.R.28	<ul style="list-style-type: none"> <li>attempts to conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>conducts simplistic short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>conducts short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>conducts thorough short research projects that build knowledge about a topic.</li> </ul>
3.W.R.29	<ul style="list-style-type: none"> <li>attempts to recall information from experiences or attempts to gather information from print and digital sources; attempts to take brief notes on sources and attempts to sort evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>recalls simplistic information from experiences or gathers simplistic information from print and digital sources; takes brief notes on sources or sorts evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>recalls information from experiences or gathers information from print and digital sources; takes brief notes on sources and sorts evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>recalls detailed information from experiences or gathers relevant information from print and digital sources; effectively takes brief notes on sources and clearly sorts evidence into provided categories.</li> </ul>



Language				
3.L.C.37	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking; attempts to explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and in their functions in particular sentences; attempts to form and use regular and irregular plural nouns; attempts to use some abstract nouns (e.g., <i>childhood</i>); attempts to form and use some regular and irregular verbs; attempts to form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; attempts to ensure subject-verb and pronoun-antecedent agreement; attempts to form and use some comparative and superlative</li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates simplistic command of the conventions of Standard English grammar and usage when writing or speaking; explains simplistically the function of nouns, pronouns, verbs, adjectives, and adverbs in general; forms or uses regular and irregular plural nouns; uses some abstract nouns (e.g., <i>childhood</i>); forms or uses regular or irregular verbs; forms or uses simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; ensures basic subject-verb or pronoun-antecedent agreement; forms or uses comparative or superlative adjectives or adverbs, or attempts to choose between them depending on what is to be modified; uses coordinating or subordinating conjunctions; produces simple, compound, and/or complex sentences.</li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; forms and uses regular and irregular plural nouns; uses abstract nouns (e.g., <i>childhood</i>); forms and uses regular and irregular verbs; forms and uses simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified; uses coordinating and subordinating conjunctions; produces simple, compound, and complex sentences.</li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates in-depth command of the conventions of Standard English grammar and usage when writing or speaking: accurately explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; forms and uses regular and irregular plural nouns; appropriately uses abstract nouns (e.g., <i>childhood</i>); forms and uses regular and irregular verbs; forms and uses simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified; uses coordinating and subordinating conjunctions; effectively produces simple,</li> </ul>

3.L.C.38	<p>adjectives and adverbs, and attempts to choose between them depending on what is to be modified; attempts to use coordinating and subordinating conjunctions; attempts to produce simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> <li>demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to capitalize appropriate words in titles; attempts to use commas in addresses; attempts to use commas and quotation marks in dialogue; attempts to form and use possessives; attempts to use conventional spelling for high-frequency and other studied words and for adding simple suffixes to</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates simplistic command of the conventions of Standard English capitalization, punctuation, and spelling when writing: capitalizes appropriate words in titles; uses some commas in addresses; uses commas or quotation marks in dialogue; forms or uses possessives; uses some conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>); uses simple spelling patterns and generalizations (e.g., word families, position-based spellings, syllable</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: capitalizes appropriate words in titles; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>); uses spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in</li> </ul>	<p>compound, and complex sentences.</p> <ul style="list-style-type: none"> <li>demonstrates in-depth command of the conventions of Standard English capitalization, punctuation, and spelling when writing: consistently capitalizes appropriate words in titles; consistently uses commas in addresses; consistently uses commas and quotation marks in dialogue; consistently forms and uses possessives; consistently uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>); consistently uses spelling patterns and generalizations (e.g., word</li> </ul>
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<p>3.L.V.40</p>	<p>base words (e.g., <i>sitting, smiled, cries, happiness</i>); attempts to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; attempts to write legibly in cursive; attempts to consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <ul style="list-style-type: none"> <li>attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies: attempts to use sentence-level context as a clue to the meaning of a word or phrase; attempts to determine the</li> </ul>	<p>patterns, ending rules, meaningful word parts) in writing words; sometimes writes legibly in cursive; consults reference materials, including beginning dictionaries, as needed to check or correct spellings.</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown or multiple-meaning words or phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies: uses simplistic sentence-level context as a clue to the meaning of a word or phrase; determines at some times the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable,</i></li> </ul>	<p>writing words; writes legibly in cursive; consults reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies: uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/</i></li> </ul>	<p>families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; consistently writes legibly in cursive; effectively consults reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <ul style="list-style-type: none"> <li>consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies: effectively uses sentence-level context as a clue to the meaning of a word or phrase; consistently determines the meaning of the new word formed when a known affix is added to a known word (e.g.,</li> </ul>
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<p>3.L.V.41</p>	<p>meaning of the new word formed when a known basic affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>); attempts to use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>); attempts to use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.</p> <ul style="list-style-type: none"> <li>demonstrates emerging understanding of word relationships and nuances in word meanings: attempts to distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); attempts to</li> </ul>	<p><i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>); uses known root words as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>); uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words or phrases.</p> <ul style="list-style-type: none"> <li>demonstrates simplistic understanding of word relationships and nuances in word meanings: distinguishes some literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies some real-life connections between</li> </ul>	<p><i>uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>); uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> <li>demonstrates understanding of word relationships and nuances in word meanings: distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies real-life connections between words and their uses (e.g.,</li> </ul>	<p><i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>); effectively uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>); effectively uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> <li>demonstrates in-depth understanding of word relationships and nuances in word meanings: consistently distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies relevant real-life connections between</li> </ul>
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	<p>identify real-life connections between words and their uses (e.g., describe people who are <i>friendly</i> or <i>helpful</i>); attempts to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>words and their uses (e.g., describe people who are <i>friendly</i> or <i>helpful</i>); distinguishes shades of meaning among some related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>describe people who are <i>friendly</i> or <i>helpful</i>); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>words and their uses (e.g., describe people who are <i>friendly</i> or <i>helpful</i>); distinguishes complex shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>
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