Grade 3

Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs

	Performance Level Descriptors (PLDs)				
	Level 1	Level 2	Level 3	Level 4	
Policy Statement	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.	
			nance level can do. A student who sco		
	n order to score at that level.	evious levels. A student would not he	ecessarily demonstrate all the skills list	ed at a particular performance level	
	Reading				
	A student at this level	A student at this level	A student at this level	A student at this level	
3.RL.RR.9/ 3.RI.RR.19	 reads and minimally comprehends literature and informational texts in the grade 3 text complexity level. 	 reads and partially comprehends literature and informational texts in the grade 3 text complexity level. 	 reads and proficiently comprehends literature and informational texts in the grade 3 text complexity level. 	 reads and thoroughly comprehends literature and informational texts in the grade 3 text complexity level. 	
3.RL.KI.1	 attempts to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	 asks and answers some questions to demonstrate some understanding of a text, referring explicitly to the text as the basis for the 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 the answers. 	
3.RL.KI.2	 attempts to recount stories, including fables, folktales, and myths from diverse cultures; attempts to determine the 	 simplistically recounts stories, including fables, folktales, and myths from diverse cultures; determines the explicitly stated central message, 	 recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how 	 recounts in depth stories, including fables, folktales, and myths from diverse cultures; determines the implied central message, lesson, or moral and 	

	central message,	nprehensive Assessment Program (A lesson, or moral and	it is conveyed through key	explains in depth how it is
	lesson, or moral and attempts to explain how it is conveyed through key details in the text.	explains how it is conveyed through some key details in the text.	details in the text.	conveyed through key details in the text.
3.RL.KI.3	 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. 	 simplistically describes characters in a story (e.g., their traits, motivations, or feelings) and simplistically explains how their actions contribute the story. 	 describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. 	 describes in detail characters in a story (e.g., their traits, motivations, or feelings) and explains i depth how their actions contribute to the sequence of events.
3.RL.CS.4	 attempts to determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 	 determines the meanings of some familiar words and phrases as they are used in a text, distinguishing literal from nonliteral language. 	 determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 	[Level 3 is the highest level supported by this standard.]
3.RL.CS.5	 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. 	 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. 	 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 in detail to parts or stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes in dept how each successive part builds on earlier sections

Grade 3	Alabama Con	nprehensive Assessment Program (A	ACAP) English Language Arts PLDs	
3.RL.CS.6	 attempts to distinguish his or her own point of view from the point of view of the narrator or those of the characters. 	 distinguishes his or her own point of view from the explicit point of view of the narrator or those of the 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 implied points of view of the narrator or those of the characters.
3.RL.IK.7	 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). 	 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). 	 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). 	 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).
3.RL.IK.8	 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). 	 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). 	 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 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).
3.RI.KI.10	 attempts to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	 simplistically asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the 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 the answers.

Grade 3	Alabama Cor	nprehensive Assessment Program (A	ACAP) English Language Arts PLDs	
3.RI.KI.11	 attempts to determine the main idea of a text; attempts to recount the key details and explains how they support the main idea. 	 determines the explicitly stated main idea of a text; recounts some key details and explains how they support the main idea. 	 determines the main idea of a text; recounts the key details and explains how they support the main idea. 	 determines the implicitly stated main idea of a text; recounts the key details and explains in depth how they support the main idea.
3.RI.KI.12	 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. 	 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. 	 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. 	 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.
3.RI.CS.13	 attempts to determine the meaning of academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or</i> <i>subject area</i>. 	 determines the meaning of some academic and domain-specific words and phrases in a text relevant to a <i>Grade 3</i> <i>topic or subject area</i>. 	 determines the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. 	[Level 3 is the highest level supported by this standard.]
3.RI.CS.14	 attempts to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	 uses some text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	 uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	[Level 3 is the highest level supported by this standard.]

3.RI.CS.15	 attempts to distinguish 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 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 the implicitly stated point of view of the author of a text.
3.RI.IK.16	 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). 	 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). 	 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). 	 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).
3.RI.IK.17	 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). 	 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). 	 describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). 	 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).
3.RI.IK.18	 attempts to compare and contrast the most important points and key details presented in two texts. 	 compares and contrasts simplistically some of 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 in detail the most important points and key details presented in two texts on the same topic.

	Writing			
	A student at this level	A student at this level	A student at this level	A student at this level
3.W.TTP.22	 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., because, therefore, since, for example) to connect opinion and reasons; attempts to provide a concluding statement or section. 	 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., because, therefore, since, for example) to connect opinion and reasons; provides a simplistic concluding statement or section. 	 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., because, therefore, since, for example) to connect opinion and reasons; provides a concluding statement or section. 	 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,</i> <i>for example</i>) to connect opinion and reasons; provides an effective concluding statement or section.
3.W.TTP.23	 attempts to write informative or explanatory texts to examine a topic and convey ideas and information clearly: attempts to introduce a topic and 	 writes simplistic informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic or groups related 	 writes informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic and groups related information together; 	 writes in depth informative or explanatory texts to examine a topic and convey ideas and information clearly: clearly introduces a topic and groups related

Grade 3	Alabama Compr	renensive Assessment Program (AC		
	group related	information together;	includes illustrations when	information together;
	information	may include illustrations	useful to aiding	includes relevant
	together; attempts to	when useful to aiding	comprehension; develops	illustration when useful to
	include illustrations	comprehension;	the topic with facts,	aiding comprehension;
	when useful to aiding	develops the topic with	definitions, and details;	precisely develops the
	comprehension;	some facts, definitions,	uses linking words and	topic with pertinent facts,
	attempts to develop	or details; uses some	phrases (e.g., <i>also,</i>	definitions, and details;
	the topic with facts,	linking words and	another, and, more, but)	effectively uses linking
	definitions, and	phrases (e.g. <i>, also,</i>	to connect ideas within	words and phrases (e.g.,
	details; attempts to	another, and, more, but)	categories of information;	also, another, and, more,
	use linking words and	to connect ideas within	provides a concluding	but) to connect ideas
	phrases (e.g., <i>also,</i>	categories of	statement or section.	within categories of
	another, and, more,	information; provides a		information; provides an
	but) to connect ideas	simplistic concluding		effective concluding
	within categories of	statement or section.		statement or section.
	information;			
	attempts to provide a			
	concluding statement			
	or section.			
2 14/ 775 24				
3.W.TTP.24	attempts to write	writes simplistic	writes narratives to	writes elaborate
	narratives to develop	narratives to develop	develop real or imagined	narratives to fully develop
	real or imagined	real or imagined	experiences or events	real or imagined
	experiences or	experiences or events	using effective technique,	experiences or events
	events using effective	using effective	descriptive details, and	using effective technique,
	technique,	technique, descriptive	clear event sequences:	descriptive details, and
	descriptive details,	details, or clear event	establishes a situation and	clear event sequences:
	and clear event	sequences: establishes a	introduces a narrator,	establishes an elaborate
	sequences: attempts	simplistic situation or	characters, or both;	situation and introduces a
	to establish a	introduces a narrator,	organizes an event	narrator, characters, or
	situation and	characters, or both;	sequence that unfolds	both; clearly organizes an
	introduce a narrator,	organizes an event	naturally; uses dialogue	event sequence that
	characters, or both;	sequence that unfolds	and descriptions of	unfolds naturally; uses
	attempts to organize	somewhat naturally;	actions, thoughts, and	dialogue and descriptions
	an event sequence	uses dialogue or	feelings to develop	of actions, thoughts, and
	that unfolds	descriptions of actions,	experiences and events or	feelings to fully develop
	naturally; attempts	thoughts, or feelings to develop some	show the response of	experiences and events or
1	h breeupoleth and	develon some	characters to situations;	show the response of
	to use dialogue and descriptions of	experiences or events or	uses temporal words and	characters to situations;

Grad	e 3
------	-----

Grade 3	Alabama Con	nprehensive Assessment Program (A	ACAP) English Language Arts PLDs	
Grade 3	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.	show the response of some characters to situations; uses temporal words or phrases to signal event order; provides a simplistic sense of closure.	ACAP) English Language Arts PLDs phrases to signal event order; provides a sense of closure.	uses temporal words and phrases to clearly signal event order; provides a complete sense of closure.
3.W.R.28	 attempts to conduct short research projects that build knowledge about a topic. 	 conducts simplistic short research projects that build knowledge about a topic. 	 conducts short research projects that build knowledge about a topic. 	 conducts thorough short research projects that build knowledge about a topic.
3.W.R.29	 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. 	 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. 	 recalls information from experiences or gathers information from print and digital sources; takes brief notes on sources and sorts evidence into provided categories. 	 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.

	Language			
	A student at this level	A student at this level	A student at this level	A student at this level
3.L.C.37	 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., childhood); attempts to form and use some regular and irregular verbs; attempts to form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; attempts to ensure subject-verb and pronoun-antecedent agreement; attempts to form and use some comparative subject-verb some comparative some comparative some comparative some comparative some comparati	 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 conjunctions; produces simple, compound, and/or complex 	 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 walked; I walk; I will walk) 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 aubordinating conjunctions; produces simple, compound, and complex sentences. 	 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 conjunctions; effectively produces simple,

Grade 3	Alabama Comp	orenensive Assessment Program (A	ICAF / LIIglish Language Alts FLDS	
	adjectives and			compound, and complex
	adverbs, and			sentences.
	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.			
3.L.C.38	 demonstrates 	demonstrates simplistic	 demonstrates command 	 demonstrates in-depth
	emerging command	command of the	of the conventions of	command of the
	of the conventions of	conventions of Standard	Standard English	conventions of Standard
	Standard English	English capitalization,	capitalization,	English capitalization,
	capitalization,	punctuation, and spelling	punctuation, and spelling	punctuation, and spelling
	punctuation, and	when writing: capitalizes	when writing: capitalizes	when writing: consistently
	spelling when	appropriate words in	appropriate words in	capitalizes appropriate
	writing: attempts to	titles; uses some	titles; uses commas in	words in titles;
	capitalize	commas in addresses;	addresses; uses commas	consistently uses commas
	appropriate words in	uses commas or	and quotation marks in	in addresses; consistently
	titles; attempts to	quotation marks in	dialogue; forms and uses	uses commas and
	use commas in	dialogue; forms or uses	possessives; uses	quotation marks in
	addresses; attempts	possessives; uses some	conventional spelling for	dialogue; consistently
	to use commas and	conventional spelling for	high-frequency and other	forms and uses
	quotation marks in	high-frequency and	studied words and for	possessives; consistently
	dialogue; attempts to	other studied words and	adding suffixes to base	uses conventional spelling
	form and use	for adding suffixes to	words (e.g. <i>, sitting,</i>	for high-frequency and
	possessives;	base words (e.g., <i>sitting,</i>	smiled, cries, happiness);	other studied words and
	attempts to use	smiled, cries, happiness);	uses spelling patterns and	for adding suffixes to base
	conventional spelling	uses simple spelling	generalizations (e.g., word	words (e.g. <i>, sitting,</i>
	for high-frequency	patterns and	families, position-based	smiled, cries, happiness);
	and other studied	generalizations (e.g.,	spellings, syllable	consistently uses spelling
	words and for adding	word families, position-	patterns, ending rules,	patterns and
	simple suffixes to	based spellings, syllable	meaningful word parts) in	generalizations (e.g., word

Grade 3	Alabama Com	prehensive Assessment Program (A	CAP) English Language Arts PLDs	
	base words (e.g.,	patterns, ending rules,	writing words; writes	families, position-based
	sitting, smiled, cries,	meaningful word parts)	legibly in cursive; consults	spellings, syllable
	happiness); attempts	in writing words;	reference materials,	patterns, ending rules,
	to use spelling	sometimes writes legibly	including beginning	meaningful word parts) in
	patterns and	in cursive; consults	dictionaries, as needed to	writing words;
	generalizations (e.g.,	reference materials,	check and correct	consistently writes legibly
	word families,	including beginning	spellings.	in cursive; effectively
	position-based	dictionaries, as needed		consults reference
	spellings, syllable	to check or correct		materials, including
	patterns, ending	spellings.		beginning dictionaries, as
	rules, meaningful			needed to check and
	word parts) in writing			correct spellings.
	words; attempts to			
	write legibly in			
	cursive; attempts to			
	consult reference			
	materials, including			
	beginning			
	dictionaries, as			
	needed to check and			
	correct spellings.			
3.L.V.40	attempts to	determines or clarifies	determines or clarifies the	consistently determines or
	determine or clarify	the meaning of unknown	meaning of unknown and	clarifies the meaning of
	the meaning of	or multiple-meaning	multiple-meaning words	unknown and multiple-
	unknown and	words or phrases based	and phrases based on	meaning words and
	multiple-meaning	on Grade 3 reading and	Grade 3 reading and	phrases based on Grade 3
	words and phrases	<i>content,</i> choosing	content, choosing flexibly	reading and content,
	based on <i>Grade 3</i>	flexibly from a range of	from a range of strategies:	choosing flexibly from a
	reading and content,	strategies: uses simplistic	uses sentence-level	range of strategies:
	choosing flexibly	sentence-level context	context as a clue to the	effectively uses sentence-
	from a range of	as a clue to the meaning	meaning of a word or	level context as a clue to
	strategies: attempts	of a word or phrase;	phrase; determines the	the meaning of a word or
	to use sentence-level	determines at some	meaning of the new word	phrase; consistently
	context as a clue to	times the meaning of the	formed when a known	determines the meaning
	the meaning of a	new word formed when	affix is added to a known	of the new word formed
	word or phrase;	a known affix is added to	word (e.g.,	when a known affix is
	attempts to	a known word (e.g.,	agreeable/disagreeable,	added to a known word
	determine the	agreeable/disagreeable,	comfortable/	(e.g. <i>,</i>

		enensive Assessment Hogram (A		
	meaning of the new	comfortable/uncomforta	uncomfortable,	agreeable/disagreeable,
	word formed when a	ble, care/careless,	care/careless,	comfortable/uncomfortabl
	known basic affix is	<i>heat/preheat</i>); uses	<i>heat/preheat</i>); uses a	e, care/careless,
	added to a known	known root words as a	known root word as a clue	heat/preheat); effectively
	word (e.g.,	clue to the meaning of	to the meaning of an	uses a known root word
	agreeable/disagreea	an unknown word with	unknown word with the	as a clue to the meaning
	ble,	the same root (e.g.,	same root (e.g., <i>company,</i>	of an unknown word with
	comfortable/uncomf	company, companion);	companion); uses	the same root (e.g.,
	ortable,	uses glossaries or	glossaries or beginning	company, companion);
	care/careless,	beginning dictionaries,	dictionaries, both print	effectively uses glossaries
	heat/preheat);	both print and digital, to	and digital, to determine	or beginning dictionaries,
	attempts to use a	determine or clarify the	or clarify the precise	both print and digital, to
	known root word as	meaning of key words or	meaning of key words and	determine or clarify the
	a clue to the meaning	phrases.	phrases.	precise meaning of key
	of an unknown word			words and phrases.
	with the same root			·
	(e.g., company,			
	companion);			
	attempts to use			
	glossaries or			
	beginning			
	dictionaries, both			
	print and digital, to			
	determine or clarify			
	the meaning of key			
	words and phrases.			
	 demonstrates 			
3.L.V.41	emerging	 demonstrates simplistic 	 demonstrates 	 demonstrates in-depth
	understanding of	understanding of word	understanding of word	understanding of word
	word relationships	relationships and	relationships and nuances	relationships and nuances
	and nuances in word	nuances in word	in word meanings:	in word meanings:
	meanings: attempts	meanings: distinguishes	distinguishes the literal	consistently distinguishes
	to distinguish the	some literal and	and nonliteral meanings	the literal and nonliteral
	literal and nonliteral	nonliteral meanings of	of words and phrases in	meanings of words and
	meanings of words	words and phrases in	context (e.g., <i>take steps</i>);	phrases in context (e.g.,
	and phrases in	context (e.g., take steps);	identifies real-life	take steps); identifies
	context (e.g. <i>, take</i>	identifies some real-life	connections between	relevant real-life
	steps); attempts to	connections between	words and their uses (e.g.,	connections between

Grade 3	,
---------	---

identify real-life	words and their uses	describe people who are	words and their uses (e.g.,	
connections between	(e.g., describe people	friendly or helpful);	describe people who are	
words and their uses	who are <i>friendly</i> or	distinguishes shades of	friendly or helpful);	
(e.g., describe people	helpful); distinguishes	meaning among related	distinguishes complex	
who are <i>friendly</i> or	shades of meaning	words that describe states	shades of meaning among	
helpful); attempts to	among some related	of mind or degrees of	related words that	
distinguish shades of	words that describe	certainty (e.g., knew,	describe states of mind or	
meaning among	states of mind or	believed, suspected,	degrees of certainty (e.g.,	
related words that	degrees of certainty	heard, wondered).	knew, believed, suspected,	
describe states of	(e.g., knew, believed,		heard, wondered).	
mind or degrees of	suspected, heard,			
certainty (e.g., <i>knew</i> ,	wondered).			
believed, suspected,				
heard, wondered).				
1				