

## Performance Level Descriptors (PLDs) for Grade 3 Reading

The PLDs describe what students can typically do if they are *on or above grade level* in reading or if they are *below grade level* in reading. Skills typically held by students who are *below grade level* are shown in the first column. Students who are *on or above grade level* are also expected to have these skills, plus the skills shown in the second column. A student does *not* necessarily need to demonstrate all the listed skills to be classified as *on or above grade level*. Instead, these statements illustrate the knowledge and skills expected of students who are *on or above grade level* in reading in grade 3.

		Below Grade Level	On or Above Grade Level
		Students in this level need support to be <i>on or above grade level</i> in reading. They typically have partial understanding of the current grade's reading content standards and are building the skills needed to read at grade-level.	Students in this level are <i>on or above grade level</i> in reading. They have sufficient understanding of the current grade's reading content standards and are reading at grade level in grade 3.
Standard #	Standard	Students at this level...	Students at this level...
3.RL.RR.9/ 3.RI.RR.19	By the end of the year, read and comprehend literature, including stories, dramas, and poetry and informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.	with scaffolding and support, read and comprehend literature and informational texts in the Grade 3 text complexity band.	read and comprehend literature and informational texts proficiently in the Grade 3 text complexity band.
3.RL.KI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	attempts to ask and answer questions to demonstrate understanding of a text, while referring explicitly to the text as the basis for the answers.	ask and answer questions that demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.KI.2	Recount stories, including fables, folktales, and myths from diverse	retell stories (instead of recount), including fables, folktales, and myths from diverse	recount (i.e., using paraphrasing or summarizing) instead of simple retelling (i.e.,

	cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	cultures; attempt to determine the central message, lesson, or moral and attempt to explain how it is conveyed through key details in the text.	a verbatim recitation) stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.KI.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	attempt to describe characters in a story (e.g., their traits, motivations, or feelings) and attempt explain how their actions contribute to the sequence of events.	describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determine the meanings of words and phrases in relationship to how they are used in the text, while attempting to distinguish literal from nonliteral language.	determine the meanings of words and phrases in relationship to how they are used in the text, distinguishing literal from nonliteral language.
3.RL.CS.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	attempt 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 of the text build on each other.	refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; understand these terms (e.g., stanza) and describe how each successive part of the text builds on each other.
3.RL.CS.6	Distinguish their own point of view from that of the narrator or those of the characters.	attempt to distinguish their own point of view from that of the narrator or characters.	distinguish their own point of view from that of the narrator or those of the characters.
3.RL.IK.7	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).	use information from illustrations and words in a text to demonstrate some understanding of the text; attempt to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	explain that illustrations are connected to text and can relay or emphasize information in the text (e.g., create mood, reinforce the scene)

		(e.g., create mood, emphasize aspects of a character or setting).	
3.RL.IK.8	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).	attempt to compare and/or contrast the themes, settings, and/or plots of stories written by the same author.	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).
3.RI.KI.10	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ask or answers questions (i.e., who, what, when, where, why, how) about a text and attempt to refer explicitly the text as the basis for the answers.	ask and answer questions about a text, and refer explicitly to the text as the basis for the answers.
3.RI.KI.11	Determine the main idea of a text; recount the key details and explain how they support the main idea.	attempt to determine the main idea of a text; recount the key details from the text and attempt to explain how they support the main idea.	determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.KI.12	Describe 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.	describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, while attempting to use language that pertains to time, sequence, and cause and effect.	describe 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.
3.RI.CS.13	Determine 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> .	attempt to determine the meaning of academic and domain-specific words and phrases in text relevant to a <i>Grade 3 topic or subject area</i> .	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> .
3.RI.CS.14	Use text features and search tools (e.g., key words, sidebars,	attempt to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate

	hyperlinks) to locate information relevant to a given topic efficiently.		information relevant to a given topic efficiently.
3.RI.CS.15	Distinguish their own point of view from that of the author of a text.	attempt to distinguish their own point of view from that of the author of a text.	distinguish their own point of view from that of the author of a text.
3.RI.IK.16	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).	attempt 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).	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).
3.RI.IK.17	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).	attempt 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).	describe 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	Compare and contrast the most important points and key details presented in two texts on the same topic.	attempts to compare or contrast important points and key details presented in two texts on the same topic.	compare and contrast the most important points and key details presented in two texts on the same topic.
3.L.V.40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known	attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. attempt to use sentence-level context as a clue to the meaning of a word or phrase. b. attempt to determine the meaning of the new word formed when a known affix is added to a known word (e.g.,	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. use sentence-level context as a clue to the meaning of a word or phrase. b. determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> ,

	<p>affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. attempt to use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. attempt to use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><i>comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>3.L.V.41</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>attempt to demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. distinguish the literal and attempt to distinguish the nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. attempt to identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. attempt to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>