

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.
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.				
Standard	Phonological Awareness/Phonemic Awareness			
7	<p>A student at this level Demonstrates emerging phonemic awareness skills in spoken words.</p> <p>a. Attempts to delete phonemes in initial or final blends of a spoken word.</p> <p>b. Attempts to substitute phonemes in initial or final blends in a spoken word.</p> <p>c. Attempts to reverse phonemes in some spoken words.</p> <p>d. In a series of words, attempts to apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution or resequencing of</p>	<p>A student at this level Demonstrates basic/fundamental phonemic awareness skills in spoken words.</p> <p>a. Deletes phonemes in initial or final blends of a spoken word.</p> <p>b. Substitutes phonemes in initial or final blends in a spoken word.</p> <p>c. Reverses phonemes in some spoken words.</p> <p>d. In a series of words, applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution or</p>	<p>A student at this level Demonstrates advanced phonemic awareness skills in spoken words.</p> <p>a. Deletes phonemes in initial and final blends of a spoken word.</p> <p>b. Substitutes phonemes in initial and final blends in a spoken word.</p> <p>c. Reverses phonemes in a spoken word.</p> <p>d. In a series of words, applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.</p>	<p>A student at this level Consistently demonstrates advanced phonemic awareness skills in spoken words.</p> <p>a. Consistently deletes phonemes in initial and final blends of a spoken word.</p> <p>b. Consistently substitutes phonemes in initial and final blends in a spoken word.</p> <p>c. Consistently reverses phonemes in a spoken word.</p> <p>d. In a series of words, consistently applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.</p>

	sounds from one word to the next. e. Attempts to use knowledge of syllable and/or affix substitution and/or deletion to demonstrate morphological changes.	resequencing of sounds from one word to the next. e. Uses knowledge of syllable and/or affix substitution and/or deletion to demonstrate morphological changes.	e. Uses knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.	e. Consistently uses knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.
Standard	Phonics			
8	<p>A student at this level Applies emerging knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and/or encode (spell) words accurately in isolation and/or in context.</p> <p>a. Attempts to decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or odd or <i>schwa</i> syllables.</p> <p>b. Attempts to apply knowledge of multisyllabic word construction and/or syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. Attempts to decode and/or encode words with three-</p>	<p>A student at this level Applies some knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and/or encode (spell) words accurately in isolation and/or in context.</p> <p>a. Decodes some multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or odd or <i>schwa</i> syllables.</p> <p>b. Applies knowledge of multisyllabic word construction and/or syllable division principles to decode some grade-appropriate multisyllabic words.</p> <p>c. Decodes and/or encodes words with three-consonant</p>	<p>A student at this level Applies knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Decodes multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>b. Applies knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. Decodes and encodes words with three-consonant blends,</p>	<p>A student at this level Consistently applies knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Consistently decodes multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>b. Applies knowledge of multisyllabic word construction and syllable division principles to consistently decode grade-appropriate multisyllabic words.</p> <p>c. Consistently decodes and encodes words with three-</p>

	<p>consonant blends, digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, or silent letter combinations.</p> <p>d. Attempts to decode and/or encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p> <p>e. Attempts to decode and/or encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate.</p> <p>f. Attempts to decode and/or encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, or roots.</p> <p>g. Attempts to decode and/or encode contractions with <i>am, is, has, not, have, would, or will</i>.</p> <p>h. Attempts to decode and/or encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p>	<p>blends, digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, or silent letter combinations.</p> <p>d. Decodes and/or encodes words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p> <p>e. Decodes and/or encodes multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate.</p> <p>f. Decodes and/or encodes words using knowledge of the morphological structure of a word, including prefixes, suffixes, or roots.</p> <p>g. Decodes and/or encodes contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p>h. Decodes and/or encodes frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p>	<p>digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, and silent letter combinations.</p> <p>d. Decodes and encodes words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p> <p>e. Decodes and encodes multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate.</p> <p>f. Decodes and encodes words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p>g. Decodes and encodes contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p>h. Decodes and encodes frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p>	<p>consonant blends, digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, and silent letter combinations.</p> <p>d. Consistently decodes and encodes words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p> <p>e. Consistently decodes and encodes multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the <i>schwa</i> sound when appropriate.</p> <p>f. Consistently decodes and encodes words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p>g. Consistently decodes and encodes contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p>h. Consistently decodes and encodes frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p>
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	<p>i. Attempts to decode and/or encode words with hard and soft <i>c</i> or <i>g</i>.</p> <p>j. Attempts to decode and/or encode grade-appropriate high frequency words that follow regular or irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<p>i. Decodes and/or encodes words with hard and soft <i>c</i> or <i>g</i>.</p> <p>j. Decodes and/or encodes grade-appropriate high frequency words that follow regular or irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<p>i. Decodes and encodes words with hard and soft <i>c</i> and <i>g</i>.</p> <p>j. Decodes and encodes grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<p>i. Consistently decodes and encodes words with hard and soft <i>c</i> and <i>g</i>.</p> <p>j. Consistently decodes and encodes grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>
Standard	Fluency			
12	<p>A student at this level Attempts to read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>	<p>A student at this level Reads some high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>	<p>A student at this level Reads high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>	<p>A student at this level Consistently reads high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>
Standard	Vocabulary			
13	<p>A student at this level Attempts to utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words or relate new words to background knowledge.</p> <p>a. Attempts to make connections to a word's structure using knowledge of phonology, morphology, or orthography of the word to aid learning.</p>	<p>A student at this level Utilizes new academic, content-specific, grade-level vocabulary to make connections to previously learned words or relate new words to background knowledge.</p> <p>a. Makes connections to a word's structure using knowledge of phonology, morphology, or orthography of the word to aid learning.</p>	<p>A student at this level Utilizes new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p> <p>a. Makes connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>A student at this level Utilizes new academic, content-specific, grade-level vocabulary to consistently make connections to previously learned words and consistently relate new words to background knowledge.</p> <p>a. Consistently makes connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>

14	<p>Attempts to describe simplistically word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and/or adjectives.</p> <p>a. Attempts to determine meaning of some words using synonyms in context.</p> <p>b. Attempts to determine meaning of some words using antonyms as a clue.</p> <p>c. Attempts to describe the similarities or differences between related words.</p> <p>d. Attempts to use knowledge of some homophones to determine appropriate use of words.</p> <p>e. Attempts to interpret simplistic figurative language.</p>	<p>Describes simplistically word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and/or adjectives.</p> <p>a. Determines meaning of some words using synonyms in context.</p> <p>b. Determines meaning of some words using antonyms as a clue.</p> <p>c. Describes the similarities or differences between related words.</p> <p>d. Uses knowledge of some homophones to determine appropriate use of words.</p> <p>e. Interprets simplistic figurative language.</p>	<p>Describes word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives:</p> <p>a. Determines meaning of words using synonyms in context.</p> <p>b. Determines meaning of words using antonyms as a clue.</p> <p>c. Describes the similarities and differences between related words.</p> <p>d. Uses knowledge of homophones to determine appropriate use of words.</p> <p>e. Interprets figurative language.</p>	<p>Consistently describes word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <p>a. Consistently determines meaning of words using synonyms in context.</p> <p>b. Consistently determines meaning of words using antonyms as a clue.</p> <p>c. Describes in depth the similarities and differences between related words.</p> <p>d. Consistently uses knowledge of homophones to determine appropriate use of words.</p> <p>e. Consistently interprets figurative language.</p>
15	<p>Attempts to simplistically analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Attempts to identify meaningful parts of words (morphemes) and use them as</p>	<p>Simplistically analyzes meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identifies meaningful parts of words (morphemes) and uses them as clues to the</p>	<p>Analyzes meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identifies meaningful parts of words (morphemes) and uses them as clues to the meaning of</p>	<p>Consistently analyzes meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Consistently identifies meaningful parts of words (morphemes) and uses them as</p>

	<p>clues to the meaning of unfamiliar words, including base words, roots, or frequently occurring affixes or inflections.</p> <p>b. Attempts to apply knowledge of the changes in tense (<i>-ed</i>), number (<i>-s</i>), or degree (<i>-er</i> and <i>-est</i>) signified by inflected endings to determine the meaning of a word.</p> <p>c. Attempts to identify common and derivational prefixes or suffixes and use them as clues to a word's meaning.</p> <p>d. Attempts to identify common Latin and Greek roots and use them to determine the meaning of some unfamiliar words.</p> <p>e. Attempts to sort words with shared or varied suffixes by parts of speech.</p>	<p>meaning of unfamiliar words, including base words, roots, or frequently occurring affixes or inflections.</p> <p>b. Applies knowledge of the changes in tense (<i>-ed</i>), number (<i>-s</i>), or degree (<i>-er</i> and <i>-est</i>) signified by inflected endings to determine the meaning of a word.</p> <p>c. Identifies common and derivational prefixes or suffixes and uses them as clues to a word's meaning.</p> <p>d. Identifies common Latin and Greek roots and uses them to determine the meaning of some unfamiliar words.</p> <p>e. Sorts words with shared or varied suffixes by parts of speech.</p>	<p>unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p>b. Applies knowledge of the changes in tense (<i>-ed</i>), number (<i>-s</i>), and degree (<i>-er</i> and <i>-est</i>) signified by inflected endings to determine the meaning of a word.</p> <p>c. Identifies common and derivational prefixes and suffixes and uses them as clues to a word's meaning.</p> <p>d. Identifies common Latin and Greek roots and uses them to determine the meaning of unfamiliar words.</p> <p>e. Sorts words with shared and varied suffixes by parts of speech.</p>	<p>clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p>b. Consistently applies knowledge of the changes in tense (<i>-ed</i>), number (<i>-s</i>), and degree (<i>-er</i> and <i>-est</i>) signified by inflected endings to determine the meaning of a word.</p> <p>c. Consistently identifies common and derivational prefixes and suffixes and uses them as clues to a word's meaning.</p> <p>d. Consistently identifies common Latin and Greek roots and uses them to determine the meaning of unfamiliar words.</p> <p>e. Consistently sorts words with shared and varied suffixes by parts of speech.</p>
16	Attempts to use knowledge of grade-level academic or domain-specific vocabulary to gain meaning from text.	Uses knowledge of grade-level academic or domain-specific vocabulary to gain meaning from text.	Uses knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.	Consistently uses knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

Standard	Comprehension			
19	<p>A student at this level Attempts to determine the explicit main idea and supporting details of a text.</p> <p>a. Attempts to explain how supporting details contribute to the main idea, using textual evidence.</p> <p>b. Attempts to recount or summarize some of the key ideas from the text.</p>	<p>A student at this level Determines the explicit main idea and supporting details of a text.</p> <p>a. Explains simplistically how supporting details contribute to the main idea, using textual evidence.</p> <p>b. Recounts or summarizes some of the key ideas from the text.</p>	<p>A student at this level Determines the explicit or implied main idea and supporting details of a text.</p> <p>a. Explains how supporting details contribute to the main idea, using textual evidence.</p> <p>b. Recounts or summarizes the key ideas from the text.</p>	<p>A student at this level Consistently determines the explicit or implied main idea and supporting details of a text.</p> <p>a. Explains in depth how supporting details contribute to the main idea, using substantial textual evidence.</p> <p>b. Consistently recounts or summarizes the key ideas from the text.</p>
21	Attempts to identify various cohesive devices that link words and sentences to one another within the text.	Identifies various cohesive devices that link words and sentences to one another within the text.	Identifies and interprets various cohesive devices that link words and sentences to one another within the text.	Consistently identifies and interprets various cohesive devices that link words and sentences to one another within the text.
22	<p>Attempts to describe literary elements within a story, including setting, plot, characters, and/or themes.</p> <p>a. Attempts to describe simplistically the characters' behavior, emotions, and traits and/or attempts to explain simplistically how their actions influence events in the story.</p> <p>b. Attempts to explain simplistically how the characters' actions and/or dialogue contribute to the meaning of the story.</p>	<p>Describes simplistically literary elements within a story, including setting, plot, characters, and/or themes.</p> <p>a. Describes simplistically the characters' behavior, emotions, and traits and/or explains simplistically how their actions influence events in the story.</p> <p>b. Explains simplistically how the characters' actions and/or dialogue contribute to the meaning of the story.</p>	<p>Describes literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. Describes in detail the characters' behavior, emotions, and traits and explains how their actions influence events in the story.</p> <p>b. Explains how the characters' actions and dialogue contribute to the meaning of the story.</p>	<p>Consistently describes literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. Describes in detail the characters' behavior, emotions, and traits and explains in depth how their actions influence events in the story.</p> <p>b. Explains in depth how the characters' actions and dialogue contribute to the meaning of the story.</p>

	<p>c. Attempts to identify simplistically the central message, theme, or moral in a story, including myths, fables, and folktales, and/or attempts to explain simplistically the meaning conveyed in the passage.</p> <p>d. Attempts to compare and/or contrast the themes, settings, and/or plots from two texts.</p>	<p>c. Identifies simplistically the central message, theme, or moral in a story, including myths, fables, and folktales, and/or explains simplistically the meaning conveyed in the passage.</p> <p>d. Compares and/or contrasts the themes, settings, and/or plots from two texts.</p>	<p>c. Identifies the central message, theme, or moral in a story, including myths, fables, and folktales, and explains the meaning conveyed in the passage.</p> <p>d. Compares and contrasts the themes, settings, and plots from two texts.</p>	<p>c. Identifies in depth the central message, theme, or moral in a story, including myths, fables, and folktales, and explains in depth the meaning conveyed in the passage.</p> <p>d. Compares and contrasts in depth the themes, settings, and plots from two texts.</p>
23	<p>Attempts to identify or use text features in informational passages to locate information.</p> <p>a. Attempts to explain how text features support details in the text.</p> <p>b. Attempts to explain how illustrations contribute to meaning in a story.</p> <p>c. Attempts to interpret text features used in written or digital formats.</p>	<p>Identifies or uses text features in informational passages to locate information.</p> <p>a. Explains simplistically how text features support details in the text.</p> <p>b. Explains simplistically how illustrations contribute to meaning in a story.</p> <p>c. Interprets text features used in written or digital formats.</p>	<p>Identifies and uses text features in informational passages to locate information.</p> <p>a. Explains how text features support details in the text.</p> <p>b. Explains how illustrations contribute to meaning in a story.</p> <p>c. Interprets text features used in written and digital formats.</p>	<p>Consistently identifies and uses text features in informational passages to locate information.</p> <p>a. Explains in depth how text features support details in the text.</p> <p>b. Explains in depth how illustrations contribute to meaning in a story.</p> <p>c. Consistently interprets text features used in written and digital formats.</p>
24	<p>Attempts to identify the text structures within literary or informational texts.</p> <p>a. Attempts to explain how the structures, including comparison and contrast, sequence of events, problem and solution, and/or cause and effect,</p>	<p>Identifies text structures within literary or informational texts.</p> <p>a. Explains simplistically how the structures, including comparison and contrast, sequence of events, problem and solution, and/or cause and</p>	<p>Identifies the text structures within literary and informational texts.</p> <p>a. Explains how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the</p>	<p>Consistently identifies the text structures within literary and informational texts.</p> <p>a. Explains in depth how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the</p>

	contribute to the meaning of the text, using textual evidence.	effect, contribute to the meaning of the text, using textual evidence.	meaning of the text, using textual evidence.	meaning of the text, using textual evidence.
25	Attempts to identify statements in informational texts as facts or opinions. b. Attempts to use information gathered from research to evaluate opinions.	Identifies some statements in informational texts as facts or opinions. b. Uses some information gathered from research to evaluate opinions.	Identifies statements in informational texts as facts or opinions. b. Uses information gathered from research to evaluate opinions.	Consistently identifies complex statements in informational texts as facts or opinions. b. Consistently uses information gathered from research to evaluate opinions.
26	Attempts to use text comparisons (text to text, text to self, or text to world) to make meaning. b. Attempts to compare different versions of the same story.	Uses text comparisons (text to text, text to self, or text to world) to make meaning. b. Simplistically compares different versions of the same story.	Uses text comparisons (text to text, text to self, and text to world) to make meaning. b. Compares different versions of the same story.	Consistently uses text comparisons (text to text, text to self, and text to world) to make meaning. b. Consistently compares different versions of the same story.
27	Reads prose, poetry, and dramas, attempting to identify some literary devices used by the author to convey meaning.	Reads prose, poetry, and dramas, identifying some literary devices used by the author to convey meaning.	Reads prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.	Reads prose, poetry, and dramas, identifying consistently the literary devices used by the author to convey meaning.
28	Attempts to identify the narration of a literary text as first person and/or third person.	Identifies the narration of a literary text as first person and/or third person.	Identifies the narration of a literary text as first person or third person.	[Level 3 is the highest level supported by this standard.]
29	Attempts to determine simplistically the main idea of a text read aloud or information presented in an audible format.	Determines simplistically the main idea of a text read aloud or information presented in an audible format.	Determines the main idea of a text read aloud or information presented in an audible format.	Determines consistently the main idea of a text read aloud or information presented in an audible format.
30	Attempts to manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i> , to help build simplistic syntactic awareness and comprehension at the sentence level.	Manipulates words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i> , to help build simplistic syntactic awareness and comprehension at the sentence level.	Manipulates words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i> , and complex sentences to help build syntactic awareness and comprehension at the sentence level.	Consistently manipulates words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i> , and complex sentences to help build syntactic awareness and comprehension at the sentence level.

Standard	Writing			
32	<p>A student at this level Attempts to apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, or spelling rules (or generalizations) to encode words accurately.</p> <p>a. Attempts to apply knowledge of multisyllabic word construction or syllable division principles to encode multisyllabic words.</p> <p>b. Attempts to encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or odd or <i>schwa</i> syllables.</p> <p>c. Attempts to encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and/or soft <i>c</i> and <i>g</i>, silent letter combinations, or contractions.</p> <p>d. Attempts to encode words with less common prefixes, suffixes, or common Latin roots.</p>	<p>A student at this level Applies some knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, or spelling rules (or generalizations) to encode words accurately.</p> <p>a. Applies some knowledge of multisyllabic word construction or syllable division principles to encode multisyllabic words.</p> <p>b. Encodes some multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or odd or <i>schwa</i> syllables.</p> <p>c. Encodes some words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and/or soft <i>c</i> and <i>g</i>, silent letter combinations, or contractions.</p> <p>d. Encodes words with less common prefixes, suffixes, or common Latin roots.</p>	<p>A student at this level Applies knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Applies knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.</p> <p>b. Encodes multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>c. Encodes words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p> <p>d. Encodes words with less common prefixes, suffixes, and common Latin roots.</p>	<p>A student at this level Consistently applies knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Consistently applies knowledge of multisyllabic word construction and syllable division principles to consistently encode multisyllabic words.</p> <p>b. Consistently encodes multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables.</p> <p>c. Consistently encodes words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p> <p>d. Consistently encodes words with less common prefixes, suffixes, and common Latin roots.</p>

	e. Attempts to encode frequently confused homophones accurately.	e. Encodes some frequently confused homophones accurately.	e. Encodes frequently confused homophones accurately, using context to determine correct spelling.	e. Consistently encodes frequently confused homophones accurately, using context to determine correct spelling.
36	<p>Demonstrates emerging knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>a. Attempts to use articles <i>a</i>, <i>an</i>, or <i>the</i> correctly.</p> <p>b. Attempts to identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and/or conjunction within a sentence and attempts to explain simplistically the type of the information it conveys.</p> <p>c. Attempts to form plural nouns, verbs, and/or plural possessives.</p> <p>d. Attempts to use simple abbreviations, including days of the week, months of the year, titles, units of metric and/or customary measurement, street names, or state names.</p>	<p>Demonstrates some knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>a. Uses articles <i>a</i>, <i>an</i>, or <i>the</i> correctly.</p> <p>b. Identifies the role of a noun, verb, adjective, adverb, pronoun, preposition, and/or conjunction within a sentence and/or explains the type of the information it conveys.</p> <p>c. Forms plural nouns, verbs, and/or plural possessives.</p> <p>d. Uses simple abbreviations, including days of the week, months of the year, titles, units of metric and/or customary measurement, street names, or state names.</p>	<p>Demonstrates knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>a. Uses articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.</p> <p>b. Identifies the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explains the type of the information it conveys.</p> <p>c. Forms plural nouns, verbs, and possessives, including irregular plural nouns and verbs.</p> <p>d. Uses simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.</p>	<p>Consistently demonstrates knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>a. Consistently uses articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.</p> <p>b. Consistently identifies the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and consistently explains the type of the information it conveys.</p> <p>c. Consistently forms plural nouns, verbs, and possessives, including irregular plural nouns and verbs.</p> <p>d. Consistently uses simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.</p>

<p>37</p>	<p>Attempts to compose simple and compound sentences with correct subject-verb agreement.</p> <p>a. Attempts to identify and/or correct sentence fragments or run-on sentences.</p> <p>b. Attempts to identify the subject or predicate of a sentence.</p>	<p>Composes simple and compound sentences with correct subject-verb agreement.</p> <p>a. Identifies and/or corrects sentence fragments or run-on sentences.</p> <p>b. Identifies the subject or predicate of a sentence.</p>	<p>Composes simple, compound, and complex sentences with correct subject-verb agreement.</p> <p>a. Identifies and corrects sentence fragments and run-on sentences.</p> <p>b. Identifies the subject and predicate of a sentence.</p>	<p>Consistently composes simple, compound, and complex sentences with correct subject-verb agreement.</p> <p>a. Consistently identifies and corrects sentence fragments and run-on sentences.</p> <p>b. Consistently identifies the subject and predicate of a sentence.</p>
<p>38</p>	<p>Attempts to compose and develop a simplistic paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Composes and develops a simplistic paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Composes and develops a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>Composes and develops a well-organized in-depth paragraph with a topic sentence, details to support, and a concluding sentence.</p>
<p>39</p>	<p>Attempts to gather and evaluate information about a topic from a variety of sources, including digital sources, and attempts to utilize it to create a project, report, or presentation.</p> <p>a. Attempts to avoid plagiarism by using their own words or utilizing digital sources ethically.</p>	<p>Gathers and evaluates some information about a topic from sources, including digital sources, and utilizes it to create a simplistic project, report, or presentation.</p> <p>a. Avoids plagiarism by using their own words or utilizing digital sources ethically.</p>	<p>Gathers and evaluates information about a topic from a variety of sources, including digital sources, and utilizes it to create a project, report, or presentation.</p> <p>a. Avoids plagiarism by using their own words and utilizing digital sources ethically.</p>	<p>Gathers and evaluates information about a topic in depth from a variety of sources, including digital sources, and utilizes it to create an in-depth project, report, or presentation.</p> <p>a. Avoids plagiarism by consistently using their own words and consistently utilizing digital sources ethically.</p>
<p>40</p>	<p>Attempts to use grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Attempts to use some specific vocabulary to develop a story simplistically.</p>	<p>Uses grade-level or domain-appropriate vocabulary in writing.</p> <p>a. Uses some specific vocabulary to develop a story simplistically.</p>	<p>Uses grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Uses specific vocabulary to develop a story.</p>	<p>Consistently uses grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Uses specific vocabulary to develop a story in depth.</p>

	b. Attempts to use some specific vocabulary to explain or inform simplistically on a topic.	b. Uses some specific vocabulary to explain or inform simplistically on a topic.	b. Uses specific vocabulary to explain or inform on a topic.	b. Uses specific vocabulary to explain or inform in depth on a topic.
41	Attempts to use some words and phrases in writing for effect or elaboration. a. Attempts to use some transition words and/or phrases.	Uses some words and phrases in writing for effect or elaboration. a. Uses some transition words and/or phrases.	Uses words and phrases in writing for effect and elaboration. a. Uses transition words and phrases for sentence variety.	Consistently uses words and phrases in writing for effect and elaboration. a. Consistently uses transitions words and phrases for sentence variety.