

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.LF.PA.7	<p>Demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. Delete phonemes in initial and final blends of a spoken word.</p> <p>b. Substitute phonemes in initial and final blends in a spoken word.</p> <p>c. Reverse phonemes in a spoken word.</p> <p>d. In a series of words, apply 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>demonstrate basic phonemic awareness skills in spoken words.</p> <p>a. attempt to delete phonemes in initial and final blends of a spoken word.</p> <p>b. attempt to substitute phonemes in initial and final blends in a spoken word.</p> <p>c. attempt to reverse phonemes in a spoken word.</p> <p>d. in a series of words, attempt to apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and/or resequencing of sounds from one word to the next.</p>	<p>demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. delete phonemes in initial and final blends of a spoken word.</p> <p>b. substitute phonemes in initial and final blends in a spoken word.</p> <p>c. reverse phonemes in a spoken word.</p> <p>d. in a series of words, apply 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>

	e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.	e. attempt to use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.	e. use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.
3.LF.P.8	<p>Apply 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. Decode 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. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, and silent letter combinations.</p> <p>d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most</p>	<p>attempt to apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and/or syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. attempt to decode 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. attempt to apply knowledge of multisyllabic word construction and/or syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. attempt to decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, and silent letter combinations.</p> <p>d. attempt to decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common</p>	<p>apply 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. decode 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. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph <i>igh</i>, combinations, diphthongs, and silent letter combinations.</p> <p>d. decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.</p>

	<p>common to least common frequency.</p> <p>e. Decode and 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. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p>g. Decode and encode contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p>h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p> <p>i. Decode and encode words with hard and soft <i>c</i> and <i>g</i>.</p> <p>j. Decode and encode 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>frequency.</p> <p>e. attempt to decode and 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. attempt to decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p>g. attempt to decode and encode contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p>h. attempt to decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p> <p>i. attempt to decode and encode words with hard and soft <i>c</i> and <i>g</i>.</p> <p>j. attempt to decode and encode 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>e. decode and 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. decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p>g. decode and encode contractions with <i>am, is, has, not, have, would, and will</i>.</p> <p>h. decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.</p> <p>i. decode and encode words with hard and soft <i>c</i> and <i>g</i>.</p> <p>j. decode and encode 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>
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<p>3.LF.F.12</p>	<p>Read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>	<p>attempt to read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>	<p>read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>
<p>3.LF.V.13</p>	<p>Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>attempt to utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. attempt to make connections to a word’s structure using knowledge of phonology, morphology, and/or orthography of the word to aid learning.</p>	<p>utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>
<p>3.LF.V.14</p>	<p>Describe 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: a. Determine meaning of words using synonyms in context. b. Determine meaning of words using antonyms as a clue. c. Describe the similarities and differences between related words. d. Use knowledge of homophones to determine appropriate use of words. e. Interpret figurative language.</p>	<p>attempt to describe word relationships and nuances in word meanings, including relating them to their opposites and/or distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives: a. attempt to determine meaning of words using synonyms in context. b. attempt to determine meaning of words using antonyms as a clue. c. attempt to describe the similarities and differences between related words. d. attempt to use knowledge of homophones to determine appropriate use of words. e. identify figurative language.</p>	<p>describe 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: a. determine meaning of words using synonyms in context. b. determine meaning of words using antonyms as a clue. c. describe the similarities and differences between related words. d. use knowledge of homophones to determine appropriate use of words. e. interpret figurative language.</p>

<p>3.LF.V.15</p>	<p>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p>b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p> <p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning.</p> <p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p> <p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p>attempt to analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. identify meaningful parts of words (morphemes) and attempt to use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p>b. attempt to apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p> <p>c. identify common and derivational prefixes and suffixes and attempt to use them as clues to a word’s meaning.</p> <p>d. identify common Latin and Greek roots and attempt to use them to determine the meaning of unfamiliar words.</p> <p>e. attempt to sort words with shared and varied suffixes by parts of speech.</p>	<p>analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p>b. apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p> <p>c. identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning.</p> <p>d. identify common Latin and Greek roots and uses them to determine the meaning of unfamiliar words.</p> <p>e. sort words with shared and varied suffixes by parts of speech.</p>
<p>3.LF.V.R.16</p>	<p>Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>attempt to use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>

<p>3.LF.C.19</p>	<p>Determine the explicit or implied main idea and supporting details of a text.</p> <p>a. Explain how supporting details contribute to the main idea, using textual evidence.</p> <p>b. Recount or summarize the key ideas from the text.</p>	<p>attempt to determine the explicit or implied main idea and/or supporting details of a text.</p> <p>a. attempt to explain how supporting details contribute to the main idea, using textual evidence.</p> <p>b. attempt to recount or summarize the key ideas from the text.</p>	<p>determine the explicit or implied main idea and supporting details of a text.</p> <p>a. explain how supporting details contribute to the main idea, using textual evidence.</p> <p>b. recount or summarize the key ideas from the text.</p>
<p>3.LF.C.R.21</p>	<p>Identify and interpret various cohesive devices that link words and sentences to one another within the text.</p>	<p>identify and attempt to interpret various cohesive devices that link words and sentences to one another within the text.</p>	<p>identify and interpret various cohesive devices that link words and sentences to one another within the text.</p>
<p>3.LF.C.R.22</p>	<p>Describe literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.</p> <p>b. Explain how the characters' actions and dialogue contribute to the meaning of the story.</p> <p>c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</p> <p>d. Compare and contrast the themes, settings, and plots from two texts.</p>	<p>attempt to describe literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. describe in detail the characters' behavior, emotions, and traits and attempt to explain how their actions influence events in the story.</p> <p>b. attempt to explain how the characters' actions and/or dialogue contribute to the meaning of the story.</p> <p>c. identify the central message, theme, or moral in a story, including myths, fables, and folktales, and attempt to explain the meaning conveyed in the passage.</p> <p>d. attempt to compare and contrast the themes, settings, and/or plots from two texts.</p>	<p>describe literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.</p> <p>b. explain how the characters' actions and dialogue contribute to the meaning of the story.</p> <p>c. identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</p> <p>d. compare and contrast the themes, settings, and plots from two texts.</p>

<p>3.LF.C.R.23</p>	<p>Identify and use text features in informational passages to locate information.</p> <p>a. Explain how text features support details in the text.</p> <p>b. Explain how illustrations contribute to meaning in a story.</p> <p>c. Interpret text features used in written and digital formats.</p>	<p>identify and attempt to use text features in informational passages to locate information.</p> <p>a. attempt to explain how text features support details in the text.</p> <p>b. attempt to explain how illustrations contribute to meaning in a story.</p> <p>c. attempt to interpret text features used in written and digital formats.</p>	<p>identify and use text features in informational passages to locate information.</p> <p>a. explain how text features support details in the text.</p> <p>b. explain how illustrations contribute to meaning in a story.</p> <p>c. interpret text features used in written and digital formats.</p>
<p>3.LF.C.R.24</p>	<p>Identify the text structures within literary and informational texts.</p> <p>a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p>attempt to identify the text structures within literary and informational texts.</p> <p>a. attempt to explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p>identify the text structures within literary and informational texts.</p> <p>a. explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>
<p>3.LF.C.R.25</p>	<p>Identify statements in informational texts as facts or opinions.</p> <p>b. Use information gathered from research to evaluate opinions.</p>	<p>attempt to identify statements in informational texts as facts or opinions.</p> <p>b. attempt to use information gathered from research to evaluate opinions.</p>	<p>Identify statements in informational texts as facts or opinions.</p> <p>b. use information gathered from research to evaluate opinions.</p>

<p>3.LF.C.R.26</p>	<p>Use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <p>b. Compare different versions of the same story.</p>	<p>attempt to use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <p>b. attempt to compare different versions of the same story.</p>	<p>use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <p>b. compare different versions of the same story.</p>
<p>3.LF.C.R.27</p>	<p>Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.</p>	<p>read prose, poetry, and dramas, attempting to identify the literary devices used by the author to convey meaning.</p>	<p>read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.</p>
<p>3.LF.C.R.28</p>	<p>Identify the narration of a literary text as first person or third person.</p>	<p>attempt to identify the narration of a literary text as first person or third person.</p>	<p>identify the narration of a literary text as first person or third person.</p>