



Assessment Development Guide

Educator Resource

English Language Arts: Grade 3

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

Suggested Uses

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

Evidence Statements

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

Performance Level Descriptors

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Detailed descriptions of performance levels for grade 3 ELA are contained within this document.

Depth of Knowledge

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

Level 1 Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.

Level 2 Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.

Level 3 Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.

Level 4 Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Test Content Summary

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

Writing: Students can produce effective writing for a range of purposes and audiences.

Items assessing Writing may be drawn from both clusters below.

Text Types & Purposes

Language in Writing

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Items assessing Reading may be drawn from any of the clusters below.

Key Ideas & Definitions

Craft & Structure

Language in Reading

Integration of Knowledge & Ideas

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

TABLE 1. Grade 3 ELA Test Summary

Writing	Percentage of Assessment	Depth of Knowledge
Text Types & Purpose	35%–40%	2
Language in Writing		
Reading: Literary	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
Reading: Informational	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

Text Types & Purposes**Cluster**

Demonstrate ability to differentiate between fact and opinion. Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard**W.3.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Evidence Statements

1. The student identifies the differences between fact and opinion.
2. The student uses provided information to organize and support an opinion or argument by
 - a. clearly stating an opinion on a given topic,
 - b. organizing supporting evidence/reasons,
 - c. using transition words and phrases to connect opinions and reasons, and
 - d. developing an appropriate conclusion related to the opinion presented.
3. The student revises an opinion or argument by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting evidence/reasons,
 - c. deleting evidence/reasons that do not support the opinion, and
 - d. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about an explicit topic, • organizing supporting reasons, • using words and phrases (e.g., linking and transitional) to connect opinions to reasons, or • providing an appropriate conclusion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about a topic, • establishing a context, • organizing supporting reasons, • using words and phrases (e.g., linking and transitional) to connect opinions to reasons, • providing an appropriate conclusion that supports the stated opinion, and/or • identifying facts and opinions. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying and applying improved organizational elements such as stating an opinion about a topic, • establishing a context, • organizing supporting reasons, • using words and phrases (e.g., linking and transitional) to connect opinions to reasons, • providing an appropriate conclusion that supports the stated opinion, and/or • categorizing facts and opinions.

Text Types & Purposes**Cluster**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard**W.3.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Evidence Statements

1. The student will use provided information to organize and support an informational or explanatory texts by
 - a. clearly stating a main idea,
 - b. using supporting details to develop the main idea,
 - c. using transition words and phrases to connect ideas, and
 - d. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting details,
 - c. deleting details that do not support the text's main idea, and
 - d. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying improved organizational elements such as introducing a topic, • stating a central idea, • grouping related information together, or • including an appropriate conclusion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying improved organizational elements such as introducing a topic, • stating a central idea, • grouping related information together • using words and phrases to connect ideas (e.g., linking words and transitions), and/or • including a conclusion that is appropriate to the audience and related to the information or explanation presented. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying and applying improved organizational elements such as introducing a topic, • stating a central idea, • grouping related information together, • using words and phrases to connect ideas (e.g., linking words and transitions), and/or • including a conclusion that is appropriate to the audience and related to the information or explanation presented.

Text Types & Purposes**Cluster**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

W.3.3**Standard**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Evidence Statements

1. The student will use provided information to organize a narrative that engages and orients the reader by
 - a. clearly establishing a situation,
 - b. introducing a narrator or character(s),
 - c. using dialogue and descriptions to develop the story,
 - d. using language to relate the sequence of events, and
 - e. developing an appropriate closure that follows from the narrative.
2. The student will revise a narrative by
 - a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s),
 - b. identifying an improved organization, dialogue, and/or description,
 - c. deleting details that are inconsistent with the rest of the narrative, and
 - d. identifying a missing or weak conclusion.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, introducing a narrator or character(s), organizing the narrative with a sequence of events that unfolds naturally, using temporal words or phrases (e.g., <i>first</i>, <i>second</i>, and <i>last</i>) to signal event order, or providing a closure. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, introducing a narrator and/or character(s), organizing the narrative with a sequence of events that unfolds naturally, using temporal words or phrases (e.g., <i>then</i>, <i>before</i>, and <i>while</i>) to signal event order, providing a closure that follows logically from the narrative, and/or reorganizing details to support a central idea when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, introducing a narrator and character(s), organizing the narrative with a sequence of events that unfolds naturally and may include time shifts, using temporal words or phrases to signal event order based on understanding of the text, providing a closure that follows logically from the narrative, and/or reorganizing details to support a central idea and theme when revising.

Language in Writing

Cluster

Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Standard

W.3.10.a

Choose words and phrases for effect.

Evidence Statement		
1. The student will identify and use appropriate word(s) or phrase(s) for meaning and purpose.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying and using appropriate word(s) or phrase(s) or identifying and using the appropriate tier 1 words or academic/tier 2 words or phrases to make meaning clear. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying and using appropriate word(s) or phrase(s) and/or identifying and using the appropriate academic/tier 2 or domain-specific/tier 3 words or phrases to make meaning clear. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying and using appropriate word(s) or phrase(s), identifying and using the appropriate academic/tier 2 or domain-specific/tier 3 words or phrases to make meaning clear, and/or evaluating the effect of word choice in achieving a purpose.

Language in Writing

Cluster

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

W.3.10

Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

Standards

W.3.11

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Evidence Statements
New-to-grade conventions
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. a regular plural noun, 2. an irregular plural noun, 3. an abstract noun; 4. a regular verb; 5. an irregular verb; 6. a simple verb tense, 7. subject-verb agreement, 8. pronoun-antecedent agreement, 9. a comparative adjective, 10. a superlative adjective, 11. a comparative adverb, 12. a superlative adverb, 13. a coordinating conjunction, and 14. simple and compound sentences.

The student will identify, use, edit to correct, and/or edit for correct use of

1. capitalization of titles,
2. commas in addresses,
3. commas and quotation marks in dialogue, and
4. possessives.

Performance Level Descriptors (PLDs)

All Levels

Students can apply and edit some grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Conventions at this grade and level of proficiency include use of and/or correction of:

- regular and irregular forms of nouns and verbs,
- correct verb tense,
- abstract nouns,
- shifts in subject-verb and pronoun-antecedent agreement,
- comparative and superlative forms of adjectives and adverbs,
- coordinating conjunctions,
- simple and compound sentences,
- capitalization of titles,
- punctuation (commas in an address and with dialogue),
- possessives, and/or
- the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).

Key Ideas & Details

Cluster

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RL.3.1

Standard

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Evidence Statement		
1. The student will identify explicit text evidence to support a given conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> asking or answering questions about a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> asking or answering questions about a text and/or identifying text evidence, such as explicit details, to support a given conclusion based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> using explicit details to ask and answer questions about a text and/or using explicit details to support a given conclusion based on the text.

Cluster	<p>Key Ideas & Details</p> <p>Identify or summarize central ideas, key events, or the sequence of events presented in a text.</p> <p>RL.3.2</p>
Standard	<p>Recount 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.</p>

Evidence Statements		
<p>1. The student will determine or summarize a theme, central idea, or supporting details.</p> <p>2. The student will identify and/or sequence key events in a text.</p>		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying a theme or central idea presented in a text or • identifying key events in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining or summarizing a theme or central idea presented in a text, • determining or summarizing key ideas or events in a text, and/or • sequencing key events. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing and summarizing a theme or central idea presented in a text, • analyzing, summarizing, or sequencing key ideas and events in a text, • sequencing key events, and/or • using details within a text or texts to support and justify the statement of theme or central idea.

Key Ideas & Details

Cluster

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

RL.3.3

Standard

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Evidence Statement		
1. The student will analyze literary elements (e.g., characters) within a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the characters within a text or identifying character actions that affect the sequence of events in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the characters within a text and/or describing the connections between character actions and the sequence of events in a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> describing and/or comparing the characters within a text and/or analyzing the connections between character actions and the sequence of events in a text.

Craft & Structure

Cluster

Determine intended meanings of words, including figurative language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will identify the differences between literal and nonliteral language. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word based on explicit context in a text or • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word or phrase based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • distinguishing between literal and nonliteral language. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word or phrase based on explicit or implicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • distinguishing between or determining the meaning of literal and nonliteral language.

Craft & Structure

Cluster

Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

RL.3.5

Standard

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.

Evidence Statement		
1. The student will identify the parts of a text (e.g., chapter, stanza, scene) and how each part builds on earlier parts.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the structural parts of a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the structural parts of a text and/or identifying how those parts build on each other. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the structural parts of a text and/or analyzing how those parts build on or impact each other.

Craft & Structure

Cluster

Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

Standard

RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

Evidence Statement		
1. The student will recognize different points of view.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the use of point(s) of view. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the point(s) of view used in a text or make inferences about their use. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and summarizing the point(s) of view present in a text and draw conclusions about their use.

Integration of Knowledge & Ideas

Cluster

Relate knowledge of nonprint formats (e.g., illustrations, graphs) to obtain, interpret, explain, or connect information within text.

RL.3.7

Standard

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).

Evidence Statement		
1. The student will explain how visual elements (e.g., illustrations, graphs, maps) contribute to a literary text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying how nonprint elements fit within a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> determining how nonprint elements fit within a text and/or identifying the connection between print and nonprint elements within a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> drawing conclusions about the use of nonprint elements within a text and/or analyzing the connection between print and nonprint elements within a text.

Integration of Knowledge & Ideas

Cluster Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

RL.3.9

Standard 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).

Evidence Statement		
1. The student will analyze two or more texts on the same topic by the same author.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying similarities or differences between two texts. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the similarities and/or differences between two texts that have a single or multiple themes. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and interpreting the similarities and differences between two texts that have a single or multiple themes.

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RL.3.11

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.

Standards**RL.3.12**

Demonstrate understanding of word relationships and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues,
 - b. using of a known affix and/or root word, and
 - c. using reference materials to determine and/or clarify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. identifying the differences in literal and figurative meanings of words and phrases,
 - b. identifying real-life connections between words and their uses, and
 - c. identifying variations in meaning when words refer to states of mind or certainty.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying nonliteral language used in context, identifying affixes used in a text, or distinguishing between denotative and connotative word meanings in the context of a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> using explicit or implicit details to determine the meaning of nonliteral language used in context, identifying the affixes used in a text, determining the connotative meaning of words and phrases used in context, and/or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> using explicit and implicit details to interpret the meaning of nonliteral language used in context, interpreting the meaning of affixes used in a text, interpreting the connotative meaning of words and phrases used in context, and using resources to determine the correct meaning of an unknown word in a text.

Key Ideas & Details

Cluster

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RI.3.1

Standard

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Evidence Statement		
1. The student will identify explicit text evidence to support a given conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> asking or answering questions about a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> asking or answering questions about a text and/or identifying text evidence, such as explicit details, to support a given conclusion based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> using explicit details ask and answer questions about a text and/or using explicit details to support a given conclusion based on the text.

Cluster	Key Ideas & Details Identify or summarize main ideas, key events, or procedures and details that support them.
Standard	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Evidence Statements		
1. The student will determine or summarize a main idea, key event, or supporting details. 2. The student will identify and/or sequence key events in a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> • identifying a main idea presented in a text or • identifying key events in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> • determining or summarizing a main idea presented in a text, • determining or summarizing key ideas or events in a text, and/or • sequencing key events. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> • analyzing and summarizing a theme or main idea presented in a text, • analyzing, summarizing, or sequencing key ideas and events in a text, and/or • using details within a text or texts to support and justify the statement of theme or central idea.

Cluster	<p>Key Ideas & Details</p> <p>Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.</p> <p>RI.3.3</p>
Standard	<p>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/effect.</p>

Evidence Statement		
1. The student will explain and/or analyze the relationship between elements of a text (e.g., people, events, ideas, topics) within a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying events, ideas or concepts, or steps in a procedure or • identifying a sequence of events or ideas or an example of cause/effect presented in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • describing events, ideas or concepts, or steps in a procedure and/or • describing the sequence of events or ideas presented or the cause/effect present in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using the sequence of events/ideas and/or cause/effect to analyze the connection(s) between events, ideas or concepts, or steps in a procedure.

Craft & Structure

Cluster

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

RI.3.4

Standard

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Evidence Statement		
1. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> determining the intended meaning of common/tier 1 words and academic/tier 2 words as used in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words as used in a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the intended meaning of academic/tier 2 words and domain-specific/tier 3 words as used in a text.

Craft & Structure

Cluster

Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

RI.3.5

Standard

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Evidence Statement		
1. The student will use text features to locate relevant information efficiently.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying text structures and features in an overall text (e.g., headings, formatting, indices). 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the function of text structures to organize text or identifying information using text structures. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> using the function(s) of text structures, locate information from a text.

Craft & Structure

Cluster

Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

Standard

RI.3.6

Distinguish their own point of view from that of the author of a text.

Evidence Statement		
1. The student will recognize different points of view.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying the author’s point of view, meaning, or purpose using explicit details within a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> using explicit or implicit details within a text, determine how the information presented reveals the author’s message or purpose, determining the author’s message or purpose within a text or across texts, or distinguishing own point of view from that of the author. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> using explicit or implicit details within a text analyze how the information presented reveals the author’s message or purpose, analyzing the author’s message or purpose within a text or across texts, and/or comparing and contrasting own point of view from that of the author.

Integration of Knowledge & Ideas

Cluster Relate knowledge of nonprint formats (e.g., illustrations, graphs) to examine, integrate, or compare information within text.

RI.3.7

Standard 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).

Evidence Statements		
1. The student will use information gained from illustrations (e.g., maps, photographs) to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 2. The student will use words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying how nonprint elements fit within a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> determining how nonprint elements fit within a text or identifying the connection between print and nonprint elements within a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> drawing conclusions about the use of nonprint elements within a text and/or analyzing the connection between the print and nonprint elements within a text.



Cluster	Integration of Knowledge & Ideas Determine the structure and logic of the author’s argument using claims supported by evidence.
	RI.3.8
Standard	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Evidence Statement		
1. The student will explain the connection between specific sentences and paragraphs in a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> • identifying the structure of specific sentences or paragraphs in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> • describing the structure of or connections between specific sentences and/or paragraphs in a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> • analyzing the connection(s) between specific sentences and paragraphs in a text.

Integration of Knowledge & Ideas

Cluster Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard **RI.3.9**
Compare and contrast the most important points and key details presented in two texts on the same topic.

Evidence Statement		
1. The student will analyze two or more texts on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying similarities or differences between two texts or identifying how each text’s author presents the topic. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing the similarities and differences between two texts and/or describing how each text’s author approaches the topic. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing or summarize the similarities and differences between two texts and/or analyzing how each text’s author approaches the topic.

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RI.3.11**Standard**

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.

RI.3.12

Demonstrate understanding of word relationships and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues,
 - b. using of a known affix and/or root word, and
 - c. using reference materials to determine and/or clarify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. identifying the differences in literal and figurative meanings of words and phrases,
 - b. identifying real-life connections between words and their uses, and
 - c. identifying variations in meaning when words refer to states of mind or certainty.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying nonliteral language used in context, identifying literary devices used in a text, or distinguishing between denotative and connotative word meanings in the context of a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> using explicit or implicit details to determine the meaning of nonliteral language used in context, describing the intent and use of a literary device, and/or determining the connotative meaning of words and phrases used in context. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> using explicit and implicit details to interpret the meaning of nonliteral language used in context, interpreting the intent and use of a literary device, interpreting the connotative meaning of words and phrases used in context, and/or analyzing the impact of word choice on reader interpretation of meaning and tone.