

Kansas Performance Level Descriptors

3rd Grade English Language Arts

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Cluster: Key Ideas & Details

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

Standard: RL.3.1

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

PLDs:

Evidence Statement		
1. The student will identify explicit text evidence to support a given conclusion based on a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Recognize text evidence, such as explicit details to show understanding of a text.	<ul style="list-style-type: none">• Differentiate between text evidence to support a given conclusion based on the text.	<ul style="list-style-type: none">• Analyze text evidence to support a given conclusion based on the text.

Cluster: Key Ideas & Details

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

Standard: RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.

PLDs:

Evidence Statements		
1. The student will determine or summarize a lesson, a moral, a central message, or key events. 2. The student will identify and/or sequence key events in a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize key events.● Recognize a lesson, moral, or central message that is explicitly stated.● Identify which events occurred first and last.	<ul style="list-style-type: none">● Determine a lesson, a moral, a central message, or key events.● Explain a lesson, a moral, a central message, or key events.● Determine a correct sequence of key events.	<ul style="list-style-type: none">● Infer a lesson, moral, or central message using key details.● Cite evidence to support a lesson, moral, or central message.● Propose an additional event that, if added, could support the moral, lesson, or central message of the text.

Cluster: Key Ideas & Details

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

Standard: RL.3.3

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

PLDs:

Evidence Statement		
1. The student will analyze literary elements (e.g., characters) within a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize literary elements (e.g., theme, characters, setting, dialogue, conflict).● Explain character elements (e.g., traits, motivations, or feelings).● Identify character actions and how they contribute to the sequence of events.	<ul style="list-style-type: none">● Explain literary elements (e.g., theme, characters, setting, dialogue, conflict).● Analyze character elements (e.g., traits, motivations, or feelings).● Explain how a character's actions contribute to the sequence of events.	<ul style="list-style-type: none">● Analyze the connections among literary elements (e.g., character and setting).● Compare and contrast how character elements (e.g., traits, motivations, or feelings) differ between characters.● Synthesize how multiple characters' actions contribute to the sequence of events.

Cluster: Craft & Structure

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

PLDs:

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Recognize the literal meaning of a word or phrase based on explicit context cues.• Recognize literal language.• Recognize figurative language (e.g., similes).	<ul style="list-style-type: none">• Determine the meaning of a word or phrase based on context.• Distinguish between literal and nonliteral language.• Determine the differences between literal and nonliteral language.	<ul style="list-style-type: none">• Interpret the meaning of multiple-meaning words and phrases.• Explain the meaning of nonliteral language as it's used in context.• Explain how the author's use of nonliteral language enhances the text.

Cluster: Craft & Structure

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

Standard: RL.3.5

Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.

PLDs:

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the parts of a text (e.g., chapter, stanza, scene).● Recognize that a text builds on earlier parts as it develops.	<ul style="list-style-type: none">● Refer to the parts of a text when writing or speaking about a text (e.g., chapter, stanza, scene).● Explain how parts of a text (e.g., chapter, stanza, scene) build on earlier sections.	<ul style="list-style-type: none">● Analyze the parts of a text (e.g., chapter, stanza, scene).● Evaluate how all parts of the text (e.g., chapter, stanza, scene) work together to create the story.

Cluster: Craft & Structure

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 perspective (point of view) from that of the narrator or those of the characters.

PLDs:

Evidence Statement		
1. The student will recognize different points of view.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize a narrator’s or character’s viewpoint.● Recognize their own perspective about a text.	<ul style="list-style-type: none">● Explain different viewpoints used in a text.● Distinguish their own perspective from the narrator’s or characters’ perspectives.	<ul style="list-style-type: none">● Compare the narrator’s and characters’ viewpoints.● Contrast their own perspective from the narrator’s or characters’ perspectives.

Cluster: Integration of Knowledge and Ideas

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

Standard: RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

PLDs:

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Identify a visual element (e.g., illustration, graph, map) found in a text.	<ul style="list-style-type: none">• Explain how visual elements (e.g., illustrations, graphs, maps) contribute to a text.	<ul style="list-style-type: none">• Compare multiple illustrations in a text and determine which is more effective and why.

Cluster: Integration of Knowledge & Ideas

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

Standard: RL.3.9

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).

PLDs:

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the themes in two different texts on the same topic.● Identify the settings in two different texts on the same topic.● Identify the plots in two different texts on the same topic.	<ul style="list-style-type: none">● Compare and contrast the themes in two different texts on the same topic.● Compare and contrast the settings in two different texts on the same topic.● Compare and contrast the plots in two different texts on the same topic.	<ul style="list-style-type: none">● Compare the points of view in two different texts on the same topic.

Cluster: Language in Reading

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.

Standard: RL.3.11

Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

- RL.3.11.a Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase.
- RL.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
- RL.3.11.c Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).
- RL.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

PLDs:

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ul style="list-style-type: none">a. using context cues,b. using a known affix and/orc. root word, andd. using reference materials to determine and/or clarify meaning.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize the meaning of an unknown word or phrase by using sentence-level context cues (i.e., antonym, examples, definition, synonym).● Recognize the meaning of an unknown word or phrase by using a known affix or root.● Identify a source to use to understand the meaning	<ul style="list-style-type: none">● Determine the meaning of an unknown word or phrase by using context cues (i.e., antonym, examples, definition, synonym).● Determine the meaning of an unknown word or phrase by using a known root or affix.● Identify appropriate sources to use when	<ul style="list-style-type: none">● Explain the meaning of an unknown word or phrase.● Explain the meaning of an unknown word or phrase by using a Greek or Latin affix or root.● Determine appropriate sources to clarify the meaning of a word or phrase.

of an unknown word or phrase.	clarifying the meaning of a word or phrase.	
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Cluster: Language in Reading

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.

Standard: RL.3.12

Demonstrate understanding of word relationships and nuances in word meanings.

- RL.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.
- RL.3.12.b Identify real-life connections between words and their uses.
- RL.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ul style="list-style-type: none">a. identifying the differences in literal and nonliteral meanings of words and phrases,b. identifying real-life connections between words and their uses, andc. identifying variations in meaning when words refer to states of mind or certainty.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the literal meanings of words and phrases.● Identify real-life connections between nouns and verbs and their uses.● Identify that there are variations in meaning when words relate to states of mind or degrees of certainty.	<ul style="list-style-type: none">● Explain the differences in literal and nonliteral meanings of words and phrases.● Explain real-life connections between words (e.g., nouns, adjectives, verbs, adverbs) and their uses.● Explain variations in meaning when words refer to states of mind or degrees of certainty.	<ul style="list-style-type: none">● Propose synonyms for significant words in a text and explain how that change would impact the meaning.● Analyze variations of meaning among related words.

Cluster: Key Ideas & Details

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

Standard: RI.3.1

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

PLDs:

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize or recall specific vocabulary, such as right-there answer, evidence, proof, conclusion.● Perform basic processes (ask and answer questions).	<ul style="list-style-type: none">● Identify explicit text evidence to support a given conclusion based on the text.	<ul style="list-style-type: none">● Distinguish specific evidence from a text or texts, such as explicit details, to best support a given conclusion based on the text or texts.

Cluster: **Key Ideas and 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.

PLDs:

Evidence Statements		
1. The student will determine or summarize a main idea, a key event, or supporting details. 2. The student will identify and/or sequence key events in a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• State the topic of a text.• Identify details in a text.	<ul style="list-style-type: none">• Determine a main idea, a key event, or supporting details.• Identify a correct sequence of key events in a text.	<ul style="list-style-type: none">• Explain how the structure of a text helps the reader understand its main ideas.

Cluster: **Key Ideas & Details**

Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

Standard: **RI.3.3**

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.

PLDs:

Evidence Statement		
1. The student will explain and/or analyze the relationship among elements of a text (e.g., people, events, ideas, topics) within a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recall individual elements of a text (e.g., people, events, ideas, topics).● Identify the order of steps or events in a technical procedure or historical document.	<ul style="list-style-type: none">● Explain the relationship among different elements of a text (e.g., people, events, ideas, topics).● Explain how steps in a technical procedure occur in sequence.● Explain how historical events, scientific ideas or concepts, or steps in technical procedures are related using language that pertains to time, sequence, and cause and effect.	<ul style="list-style-type: none">● Analyze why steps in a technical procedure must occur in a certain sequence.● Analyze historical events or scientific ideas or concepts.● Evaluate how language pertains to time, sequence, and cause and effect.

Cluster: Craft & Structure

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.

Standard: RI.3.4

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

PLDs:

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: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the intended meaning of a common / tier 1 word or an academic / tier 2 word with explicit contextual support.	<ul style="list-style-type: none">● Determine the intended meaning of an academic / tier 2 word or a domain-specific / tier 3 word.	<ul style="list-style-type: none">● Predict the intended meaning of an academic / tier 2 word or a domain-specific / tier 3 word with some contextual support.

Cluster: Craft & Structure

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

Standard: RI.3.5

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

PLDs:

Evidence Statement		
1. The student will use text features to locate relevant information efficiently.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify text features (e.g., headings, formatting, indices).● Identify search tools (e.g., keywords, sidebars, hyperlinks).	<ul style="list-style-type: none">● Use text features (e.g., headings, formatting, indices) to locate information.● Use search tools (e.g., keywords, sidebars, hyperlinks) to locate information.	<ul style="list-style-type: none">● Interpret information relevant to a given topic using text features (e.g., heading, formatting, indices).● Synthesize information from multiple sources to draw conclusions about a topic or text using search tools (e.g., keywords, sidebars, hyperlinks).

Cluster: Craft & Structure

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 perspective (point of view) from that of the author of a text.

PLDs:

Evidence Statement		
1. The student will distinguish his or her own viewpoint from that of the author of a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize the author’s viewpoint.● Identify their own viewpoint about a text.	<ul style="list-style-type: none">● Determine the author’s viewpoint.● Distinguish their own viewpoint from that of the author.	<ul style="list-style-type: none">● Compare points of view of two or more characters, speakers, or groups in a text.

Cluster: Integration of Knowledge & Ideas

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

Standard: RI.3.7

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).

PLDs:

Evidence Statements		
<ol style="list-style-type: none">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: Basic	Level 3: Proficient	Level4 : Advanced
<ul style="list-style-type: none">● Identify illustrations (e.g., maps, photographs) in a text.● Identify how the illustration provides details and information about the text.	<ul style="list-style-type: none">● Use illustrations (e.g., maps, photographs) from a text to answer questions (e.g., where, when, why, and how) about key events.● Use words from a text to answer questions (e.g., where, when, why, and how) about key events.	<ul style="list-style-type: none">● Compare and contrast different authors' use of illustrations to convey information in a text.

Cluster: **Integration of Knowledge & Ideas**

Determine the structure and logic of the author’s argument using claims supported by evidence.

Standard: **RI.3.8**

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

PLDs:

Evidence Statement		
1. The student will explain the connection between specific sentences and paragraphs in a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the order of specific sentences or paragraphs.● Recognize that particular sentences relate to certain paragraphs.	<ul style="list-style-type: none">● Explain the order of specific sentences and/or paragraphs (first/second/third in a sequence).● Explain the connections between specific sentences and/or paragraphs (comparison and contrast, cause and effect).	<ul style="list-style-type: none">● Analyze the type and strength of the connections between specific sentences and paragraphs.

Cluster: **Integration of Knowledge & Ideas**

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.

PLDs:

Evidence Statement		
1. The student will analyze two or more texts on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Identify important points in two texts on the same topic.• Identify key details in two texts on the same topic.	<ul style="list-style-type: none">• Compare and contrast the most important points in two texts on the same topic.• Compare and contrast key details in two texts on the same topic.	<ul style="list-style-type: none">• Evaluate the author’s use of text structure to determine which text best supports the main idea and justify the reason.

Cluster: Language in Reading

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.

Standard: RI.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.

- RI.3.11.a Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase.
- RI.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- RI.3.11.c Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
- RI.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

PLDs:

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ul style="list-style-type: none">a. using context cues,b. using a known affix,c. using the root word, andd. using reference materials to determine and/or clarify meaning.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize the meaning of an unknown word or phrase by using sentence-level context cues (i.e., antonym, examples, definition, synonym).● Recognize the meaning of an unknown word or phrase by using a known affix and/or root.● Identify reference materials to use to understand the meaning	<ul style="list-style-type: none">● Determine the meaning of an unknown word or phrase by using context cues (i.e., antonym, examples, definition, synonym).● Determine the meaning of an unknown word or phrase by using a known affix and/or root.● Determine appropriate reference materials to determine the meaning of	<ul style="list-style-type: none">● Explain the effect of a particular word choice in a text.

of an unknown word or phrase.	an unknown word or phrase.	
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Cluster: Language in Reading

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.

Standard: RI.3.12

Demonstrate understanding of word relationships and nuances in word meanings.

- RI.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.
- RI.3.12.b Identify real-life connections between words and their uses.
- RI.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ul style="list-style-type: none">a. identifying the differences in literal and figurative meanings of words and phrases,b. identifying real-life connections between words and their uses, andc. identifying variations in meaning when words refer to states of mind or certainty.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the literal meanings of words and phrases.● Identify real-life connections between nouns and verbs and their uses.● Identify that there are variations in meaning when words relate to states of mind or degrees of certainty.	<ul style="list-style-type: none">● Explain the differences in literal and nonliteral meanings of words and phrases.● Explain real-life connections between different parts of speech and their uses.● Explain variations in meaning when words refer to states of mind or degrees of certainty.	<ul style="list-style-type: none">● Propose synonyms for significant words in a text and explain how that change would impact the meaning.

Cluster: Text Types & Purposes

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.

- W.3.1.a Know the difference between fact and opinion
- W.3.1.b Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons
- W.3.1.c Provide reasons that support the opinion
- W.3.1.d Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1.e. Provide a concluding statement or section

PLDs:

Evidence Statements		
<ol style="list-style-type: none">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<ol style="list-style-type: none">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, andd. developing an appropriate conclusion related to the opinion presented.3. The student revises an opinion or argument by<ol style="list-style-type: none">a. identifying a missing or weak introduction or conclusion,b. identifying an improved organization or supporting evidence/reasons,c. deleting evidence/reasons that do not support the opinion, andd. identifying missing or weak transition words and phrases.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify facts and opinions.● Identify reasons to support opinion.● Identify correct transition words and phrases.	<ul style="list-style-type: none">● State an opinion on a given topic.● Determine evidence or reasons in a logical order.● Develop transition words to connect reasons.● Determine a concluding statement or section.	<ul style="list-style-type: none">● State a reasonable opinion on a given topic.● Evaluate the strength of reasons or evidence.● Analyze the best order for reasons or evidence.

	<ul style="list-style-type: none"> • Identify a missing or weak introduction or conclusion. • Identify a stronger organization and evidence/reasons. • Delete evidence/reasons that do not support the opinion. • Identify missing or weak transition words and phrases. 	<ul style="list-style-type: none"> • Determine the best transition words and phrases for coherence. • Develop a convincing conclusion that relates to the reasons and evidence provided. • Revise or improve the introduction or conclusion. • Evaluate the structure of evidence and reasons to ensure strong transitions among words, ideas, and paragraphs.
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Cluster: Text Types & Purposes

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.3.2

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

- W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2.b Develop the topic with facts, definitions and details.
- W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2.d Provide a concluding statement or section.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will use provided information to organize and support an informational or explanatory text by<ol style="list-style-type: none">a. clearly stating a main idea,b. using supporting details to develop the main idea,c. using transition words and phrases to connect ideas, andd. developing an appropriate conclusion related to the information or explanation presented.2. The student will revise an informational or explanatory text by<ol style="list-style-type: none">a. identifying a missing or weak introduction or conclusion,b. identifying an improved organization or supporting details,c. deleting details that do not support the text's main idea, andd. identifying missing or weak transition words and phrases.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize a given main idea using provided information.● Recognize details that support a given main idea.● Identify transition words	<ul style="list-style-type: none">● State the main idea.● Determine supporting details to develop the main idea.● Determine transition words and phrases to connect ideas.	<ul style="list-style-type: none">● State the main idea.● Analyze supporting details that best develop the main idea.● Distinguish strong transitional words for coherence.

<ul style="list-style-type: none"> • Identify the conclusion of an informational text. • Determine the best organization of a given informational or explanatory text. 	<ul style="list-style-type: none"> • Develop an appropriate conclusion related to the information presented. • Identify a missing or weak introduction or conclusion. • Identify an improved organization or supporting details. • Delete details that do not support the text's main idea. • Identify missing or weak transition words and phrases. 	<ul style="list-style-type: none"> • Craft a strong conclusion related to the information presented. • Revise or improve the introduction or conclusion. • Evaluate the structure of evidence and reasons to ensure strong transitions among words, ideas, and paragraphs.
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Cluster: Text Types & Purposes

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.3.3

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

- W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.b Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.c Use temporal words and phrases to signal event order.
- W.3.3.d Provide a sense of closure.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will use provided information to organize a narrative that engages and orients the reader by<ol style="list-style-type: none">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, ande. developing an appropriate closure that follows from the narrative.2. The student will revise a narrative by<ol style="list-style-type: none">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, andd. identifying a missing or weak conclusion.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify an established situation.● Identify a narrator or main character.● Recognize a sequence of events in a narrative text.	<ul style="list-style-type: none">● Organize a narrative by clearly establishing a situation and introducing a narrator or character.	<ul style="list-style-type: none">● Revise by strengthening the introduction or conclusion and the character development in an original story.● Revise by adding or deleting details,

<ul style="list-style-type: none"> ● Recognize ordering language (e.g., first, next, then, last). ● Recognizing the ending of a narrative text. 	<ul style="list-style-type: none"> ● Use dialogue and numerous descriptions to develop the story. ● Develop closure that follows the narrative. ● Use temporal language to develop a sequence of events. ● Provide closure to the story. ● Identify a missing or weak introduction or conclusion. ● Identify an improved organization or supporting details. ● Delete details that do not support the text's main idea. ● Identify missing or weak transition words and phrases. 	<p>description, and dialogue to strengthen the original story.</p> <ul style="list-style-type: none"> ● Develop a moral or message in the narrative. ● Revise or improve the introduction or conclusion. ● Evaluate the structure of evidence and reasons to ensure strong transitions among words, ideas, and paragraphs.
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Cluster: Language in Writing

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

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

- W.3.10.a Choose words and phrases for effect.
- W.3.10.b Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- W.3.10.c Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- W.3.10.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- W.3.10.e Ensure subject-verb and pronoun-antecedent agreement when writing.
- W.3.10.f Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- W.3.10.g Use coordinating and subordinating conjunctions.
- W.3.10.h Produce simple, compound and complex sentences.

PLDs:

Evidence Statements
<ol style="list-style-type: none">1. The student will identify and use appropriate words or phrases for meaning and purpose.2. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none">a. a regular plural noun,b. an irregular plural noun,c. an abstract noun,d. a regular verb,e. an irregular verb,f. a simple verb tense,g. subject-verb agreement,h. pronoun-antecedent agreement,i. a comparative adjective,j. a superlative adjective,k. a comparative adverb,l. a superlative adverb,m. a coordinating conjunction,n. a subordinating conjunction, ando. simple and compound sentences.

Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> • Identify appropriate words or phrases for meaning and purpose. • Identify tier 1 words or academic / tier 2 words or phrases to make meaning clear. • Identify regular/irregular plural nouns and abstract nouns. • Identify regular/irregular verbs and simple verb tenses. • Identify correct subject and verb agreement. • Identify correct pronoun and antecedent agreement. • Identify comparative and superlative adjectives. • Identify comparative and superlative adverbs. • Identify coordinating and subordinating conjunctions. • Identify simple and compound sentences. 	<ul style="list-style-type: none"> • Use appropriate words or phrases for meaning and purpose. • Use the appropriate tier 2 words or academic / tier 3 words or phrases to make meaning clear. • Use regular/irregular plural nouns and abstract nouns. • Use regular/irregular verbs and simple verb tenses. • Use correct subject and verb agreement. • Use correct pronoun and antecedent agreement. • Use comparative and superlative adjectives. • Use comparative and superlative adverbs. • Use coordinating and subordinating conjunctions. • Generate simple, compound, and complex sentences. 	<ul style="list-style-type: none"> • Revise a paragraph so it includes a variety of sentence types and linking words.

Cluster: Language in Writing

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

Standard: W.3.11

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

- W.3.11.a Capitalize appropriate words in titles.
- W.3.11.b Use commas in addresses.
- W.3.11.c Use commas and quotation marks in dialogue.
- W.3.11.d Form and use possessives.
- W.3.11.e Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
- W.3.11.f Use spelling patterns and generalizations when writing words.
- W.3.11.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

PLDs:

Evidence Statement		
1. The student will identify, use, edit to correct, and/or edit for correct usage of <ol style="list-style-type: none">a. capitalization of titles,b. commas in addresses,c. commas and quotation marks in dialogue, andd. possessives.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify titles and correct capitalization in titles.● Identify commas and correct usage of commas in addresses.● Identify correct usage of commas and quotation marks in dialogue.● Identify correct usage of possessives.	<ul style="list-style-type: none">● Use correct capitalization in titles.● Use commas correctly in addresses.● Use commas and quotation marks correctly in dialogue.● Use possessives correctly.● Use punctuation for effect.	<ul style="list-style-type: none">● Edit for correct capitalization in titles.● Edit for correct usage of commas.● Edit dialogue for correct usage of commas and quotation marks.● Edit possessives for correct usage.