

**I AM Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)**

Content Connector		Below Proficiency	Approaching Proficiency	At Proficiency
Key Ideas and Textual Support/Vocabulary				
3.RL.2.1.a.1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Using visual support, select an answer that demonstrates understanding of a text, referring explicitly to the text as the basis for the answers with low complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a text of moderate complexity.
3.RL.2.2.a.1	Retell folktales, fables, and tall tales from diverse cultures.	Using visual supports, retell folktales, fables, and tall tales from diverse cultures in a low-complexity text.	Retell folktales, fables, and tall tales from diverse cultures in a low-complexity text.	Retell folktales, fables, and tall tales from diverse cultures in a text of moderate complexity.
3.RL.2.2.a.2	Identify a theme in a folktale, fable, and tall tale.	Identify a theme in a folktale, fable, and tall tale of a low-complexity text with visual supports (word bank, bolded words, pictures, etc.)	Identify a theme in a folktale, fable, and tall tale in a low-complexity text.	Identify a theme in a folktale, fable, and tall tale in a text of moderate complexity.
3.RL.2.3.a.1	Describe characters in a story (e.g., their traits, motivations or feelings).	Identify a description of a character in a story of low text complexity with visual supports.	Describe a character in a story of low text complexity.	Describe characters in a story of moderate text complexity.
3.RL.2.3.a.2	Explain how characters' actions contribute to the plot.	Identify a character's action in a story of low text complexity with visual supports.	Explain how characters' actions contribute to the plot in a low-complexity text.	Explain how characters' actions contribute to the plot in a moderately complex text.
3.RN.2.1.a.1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Using visual support, answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers with low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a moderately complex text.
3.RN.2.2.a.1	Determine the main idea of a text.	Using visual support, identify the explicitly stated main idea in a text of low complexity.	Identify the main idea in a text of low complexity.	Determine the main idea in a text of moderate complexity.

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3.RN.2.2.a.2	Recount the key details and explain how they support the main idea.	Given supports, identify a detail that supports the given main idea in a low-complexity text.	Given supports, identify the key details and explain how they support the main idea in a low-complexity text.	Identify the key details and explain how they support the main idea in a text of moderate complexity.
3.RN.2.3.a.1	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Using visual supports (word/picture bank, graphic organizer), identify the relationship between given events/ideas/processes using words such as first, next, finally, because, problem, solution, same, and different in a text of low complexity.	Identify the relationship between a series of events/ideas/processes using words such as first, next, finally, because, problem, solution, same, and different in a low-complexity text.	Describe the relationship between a series of events/ideas/processes using words such as first, next, finally, because, problem, solution, same, and different in a text of moderate complexity.
3.RV.2.1.a.1	Use context clues and text features to determine the meanings of unknown words.	With visual supports, use context clues and text features to determine the meanings of unknown bolded words in a sentence.	Use context clues and text features to determine the meanings of unknown bolded words in a low-complexity text.	Use context clues and text features to determine the meanings of unknown words in a text of moderate complexity.
3.RV.2.2.a.1	Identify relationships among words, including synonyms and antonyms.	When given a word with visual support, identify the relationship among words including synonyms and antonyms.	When given a sentence, identify the relationship among words, including synonyms and antonyms.	When given a moderately complex text, identify the relationship among words including synonyms and antonyms.
3.RV.2.4.a.1	Use a known root word as a clue to the meaning of an unknown word with the same root.	Using visual supports, match words with the same root.	When given the meaning of a word, choose the meaning of a subsequent word with the same root.	Use a known root word as a clue to the meaning of an unknown word with the same root.
3.RV.2.4.a.2	Identify when an affix is added to a known root word.	Using visual supports, match words that have the same affix.	Use a word bank of affixes, and identify the root word that has an affix.	Identify the root word that has an affix.
3.RV.3.1.a.1	Determine the meaning of literal and nonliteral words and phrases as they are used in a work of literature.	Using visual supports, match nonliteral words and phrases.	With visual support, determine the meaning of literal and nonliteral words and phrases in low-complexity text.	Determine the meaning of literal and nonliteral phrases in text of moderate complexity.

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3.RV.3.2.a.1	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a third-grade topic or subject area.	Using visual supports, match a word with its meaning.	Use a word/phrase box to determine the meaning of a given word in a low complexity, nonfiction text, relevant to a third-grade topic or subject area.	Determine the meaning of a given word in a moderate complexity, nonfiction text, relevant to a third-grade topic or subject area.
3.RV.3.3.a.1	Recognize the meaning of idioms in context.	Match a basic idiom to a corresponding visual.	Determine the meaning of an idiom in context with visual support (picture/word bank).	Determine the meaning of an idiom in context.
3.SL.3.1.a.1	Retell, paraphrase, and explain the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.	Utilizing visual supports, identify main idea of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (charts and graphs) in a low-complexity text.	Identify main idea of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (charts and graphs) in a low-complexity text.	Identify main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (charts and graphs) in a text of moderate complexity.
3.SL.3.1.a.2	Retell, paraphrase, and explain the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.	Utilizing visual supports, identify a supporting detail from a low-complexity text read aloud.	Identify supporting details of a low-level complexity text read aloud.	Identify supporting details of a moderate-complexity text read aloud.
3.SL.3.2.a.2	Answer questions about information from a speaker.	Utilizing visual supports, answer a question from an informative, low-level presentation.	Answer questions from an informative, low-level presentation.	Answer questions from an informative, moderate-level presentation.
3.SL.3.2.a.3	Offer appropriate elaboration and detail when answering questions.	Utilizing visual supports, select an answer that contains elaborate detail.	Produce answers with detail and elaboration in a low-complexity presentation.	Produce answers with detail and elaboration in a moderately complex presentation.
Structural Elements/Connection of Ideas/Media Literacy				
3.ML.2.1.a.1	Distinguish among the purposes of various media messages (e.g., including for information, entertainment, persuasion, interpretation of events, or transmission of culture).	Using visual supports, identify a purpose when given a media message that is explicitly stated in a low-complexity text.	Identify purposes of limited media messages that are explicitly stated in a low-complexity text.	Identify purposes of various media messages in a text of moderate complexity.

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3.RL.3.1.a.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.	Using visual supports, identify a term such as chapter or scene to refer to a part of a story or play in a low-complexity text.	Identify terms such as chapter, scene, and/or stanza to refer to the parts of stories, plays, and/or poems in a low-complexity text.	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems in texts of moderate complexity.
3.RL.3.1.a.2	Describe how each successive part of a story, play, or poem builds on earlier sections.	Using visual supports, identify the next successive part of a story, play, or poem that would build on an earlier section in a low-complexity text.	Identify one of the next successive parts of a story, play, or poem that would build on an earlier section in a low- to moderate-complexity text.	Describe parts of a story, play, or poem that would build on an earlier section in a text of moderate complexity.
3.RL.3.2.a.1	Identify narrator or character's point of view.	Using visuals, identify narrator or character's point of view in a low-complexity text.	Identify narrator or character's point of view in a low-complexity text.	Identify narrator or character's point of view in a text of moderate complexity.
3.RL.4.2.a.1	Compare and contrast two stories written by the same author about the same or similar characters.	Identify the correct visual (graphic organizer) to compare and contrast two stories written by the same author about the same characters in a low-complexity text.	Compare and contrast two stories written by the same author about similar characters in a low-complexity text.	Compare and contrast two stories written by the same author about the same or similar characters in a text of moderate complexity.
3.RN.3.1.a.1	Identify the purpose of a variety of text features.	Using visual supports, identify a text feature in a low-complexity text.	Identify the purpose of a limited amount of text features in a low-complexity text.	Identify the purpose of a variety of text features in a text of moderate complexity.
3.RN.3.1.a.2	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	Using visual supports, select an appropriate text feature in a low-complexity text.	Select a text feature to locate information in a low-complexity text.	Use text features to locate information and gain meaning from a text of moderate complexity.
3.RN.3.2.a.1	Identify how a nonfiction text can be structured to indicate a problem and solution.	Using visual supports, identify text that has a problem-and-solution structure using a low-complexity text.	Identify text that is structured as a problem and solution in a low-complexity text.	Identify text that is structured as a problem and solution in a text of moderate complexity.
3.RN.3.2.a.2	Identify how a nonfiction text can be structured to put events in chronological order.	Using visual supports, identify events in chronological order within a low-complexity nonfiction text.	Select a text that is in chronological order in a low-complexity nonfiction text.	Identify how a nonfiction text can be structured to put events in chronological order in a text of moderate complexity.

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3.RN.3.3.a.1	Identify the author's perspective in a text.	Using visual supports, identify the author's perspective when explicitly stated in a low-complexity text.	Identify the author's perspective in a low-complexity text.	Identify the author's perspective in a text of moderate complexity.
3.RN.4.1.a.1	Distinguish between fact and opinion.	Using a visual, identify fact or opinion in a statement.	Classify between fact and opinion in a low-complexity text.	Distinguish between fact and opinion in a text of moderate complexity.
3.RN.4.1.a.2	Explain how an author uses reasons and facts to support specific points in a text.	Using a visual, identify a reason or fact to support a specific point in a low-complexity text.	Identify the reasons and/or facts to support a specific point in a low-complexity text.	Explain how an author uses reasons and facts to support specific points in a text of moderate complexity.
3.RN.4.2.a.1	Compare and contrast the most important points and key details presented in two texts on the same topic.	Identify the correct visual (graphic organizer) to compare and contrast the explicitly stated key details presented in two texts on the same topic in low-complexity texts.	Compare and contrast the most important points and/or key details presented in two texts on the same topic (using a graphic organizer) in low-complexity texts.	Compare and contrast the most important points and key details presented in two texts on the same topic in texts of moderate complexity.
Reading Foundations				
3.RF.4.2.a.1	Understand the six major syllable patterns.	Identify common CVC and CVr syllable patterns.	Read common CVC, CVr, V, and VV syllable patterns.	Understand the six major syllable patterns.
3.RF.4.4.a.1	Read blends and common spelling patterns.	Identify words beginning with two-consonant blends.	Read words beginning with two-consonant blends.	Read blends and common spelling patterns.
3.RF.4.5.a.1	Know and use common word families when reading unfamiliar words.	Identify words that belong to common word families.	Use word family with support to read unfamiliar words.	Know and use common word families when reading unfamiliar words.
3.RF.4.6.a.1	Read multi-syllabic words composed of roots and related prefixes and suffixes.	Read a word that is broken down into syllables.	Read multi-syllabic words composed of roots and/or related prefixes and suffixes.	Read multi-syllabic words composed of roots and related prefixes and suffixes.
3.RF.4.6.a.2	Read irregular contractions (e.g., will not = won't).	Identify a contraction.	Read irregular contractions with support.	Read irregular contractions (e.g., will not = won't).

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3.RF.4.6.a.3	Read possessives (e.g., children’s, Dennis’s).	Identify a possessive.	Read possessives with support.	Read possessives (e.g., children’s, Dennis’s).
Writing				
3.W.3.1.a.1	State the opinion in an introductory statement or section in a persuasive composition.	Utilizing visual supports, identify an opinion.	Identify an opinion in an introductory statement in a persuasive composition.	State the opinion in an introductory statement or section in a persuasive composition.
3.W.3.1.a.2	Support the opinion with reasons in an organized way in a persuasive composition.	Utilizing visual supports, identify a reason that supports an explicitly stated opinion.	Identify reasons that support an opinion.	Support the opinion with reasons in an organized way in a persuasive composition.
3.W.3.1.a.3	Connect opinion and reasons using words and phrases in a persuasive composition.	Utilizing visual supports, connect a reason with a stated opinion.	Connect multiple reasons to an explicitly stated opinion in a persuasive composition.	Connect multiple reasons to an opinion in a persuasive composition.
3.W.3.1.a.4	Provide a concluding statement or section in a persuasive composition.	Utilizing visual supports, identify a concluding statement in a persuasive composition.	Select a concluding statement in a persuasive composition.	Create a concluding statement or section in a persuasive composition.
3.W.3.1.a.5	Write persuasive compositions in a variety of formats.	When key words are bolded in a given composition, identify if the writing is persuasive.	With supports, create persuasive compositions in a variety of formats.	Create persuasive compositions in a variety of formats.
3.W.3.2.a.1	State the topic including a main idea for the introductory paragraph in an informative composition.	Utilizing visual supports, identify an explicitly stated main idea in an informative composition.	With supports, produce the main idea in an introductory paragraph in an informative composition.	Express the topic including a main idea for the introductory paragraph in an informative composition.
3.W.3.2.a.2	Develop a main idea for the introductory paragraph in an informative composition.	Utilizing visual supports, identify an explicitly stated main idea in an informative composition.	With support, develop a main idea for the introductory paragraph in an informative composition.	Develop a main idea for the introductory paragraph in an informative composition.
3.W.3.2.a.3	Group related information together in an informative composition.	With supports, identify information that is related in an informative composition.	With supports, utilize a graphic organizer to group related information in an informative composition.	Utilizing a graphic organizer, group related information in an informative composition.

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3.W.3.2.a.4	Develop the topic with facts and details in an informative composition.	Utilizing visual supports, select a fact that develops an explicitly stated topic in an informative composition.	With support, develop the topic with facts and details in an informative composition.	Develop the topic with facts and details in an informative composition.
3.W.3.2.a.5	Connect ideas within categories of information using words and phrases in an informative composition.	Utilizing visual supports and a graphic organizer, select ideas using words within explicitly stated categories.	With support, connect ideas within categories of information using words and simple phrases in an informative composition.	Connect ideas within categories of information using words and phrases in an informative composition.
3.W.3.2.a.6	Use text features when useful to aid comprehension in an informative composition.	Utilizing visual supports, identify a text feature by matching.	With support, use text features when useful to aid comprehension in an informative composition.	Use text features when useful to aid comprehension in an informative composition.
3.W.3.2.a.7	Provide a concluding statement or section in an informative composition.	Utilizing visual supports, identify a concluding statement in an informative composition.	With support, provide a concluding statement in an informative composition.	Provide a concluding statement or section in an informative composition.
3.W.3.2.a.8	Write informative compositions on a variety of topics.	When given bolded key words in a composition, identify whether the writing is informative.	With support, create informative compositions on a variety of topics.	Create informative compositions on a variety of topics.
3.W.3.3.a.1	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.	Utilizing visual supports, identify an introduction in a narrative composition.	With support, create an introduction (e.g., situation, narrator, characters) in a narrative composition.	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.
3.W.3.3.a.2	Include specific descriptive details in a narrative composition.	Utilizing visual support, select a descriptive detail in a sentence.	With support, provide specific descriptive details in a narrative composition.	Provide specific descriptive details in a narrative composition.
3.W.3.3.a.3	Include clear event sequences in a narrative composition.	Utilizing visual support, identify an event within a sequence.	Given sentences from a narrative composition, sequence a series of events.	Create a clear sequence of events in a narrative composition.
3.W.3.3.a.4	Include dialogue in a narrative composition.	Utilizing visual support, identify dialogue in a sentence.	With support, create the dialogue in a narrative composition.	Create the dialogue in a narrative composition.

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3.W.3.3.a.5	Connect ideas and events using introduction and transition words in a narrative composition.	Utilizing visual supports and a word bank, select transition words within a sentence.	With support, connect ideas and events using introduction and transition words in a narrative composition.	Connect ideas and events using introduction and transition words in a narrative composition.
3.W.3.3.a.6	Provide an ending in a narrative composition.	Write words or identify a picture to show the ending to a given story.	Write or narrate a single sentence ending that follows from the narrated events in a narrative composition.	Provide an ending in a narrative composition.
3.W.3.3.a.7	Write narrative compositions in a variety of forms.	Identify a narrative sentence.	With support, create narrative compositions in a variety of forms.	Create narrative compositions in a variety of forms.
3.W.4.a.1	Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.	Using a picture bank, select an idea that is relevant to a given topic.	With support, organize and select given ideas relevant to topic, purpose, and genre when applying the writing process.	Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.
3.W.4.a.2	Revise to improve the quality of the writing (e.g., quality of ideas, organization, sentence fluency, word choice).	Using visual supports, identify the word that best revises the sentence.	Using an editing checklist, revise a sentence that needs revision.	Revise to improve the quality of the writing composition (e.g., quality of ideas, organization, sentence fluency, word choice).
3.W.4.a.3	Edit writing for format and conventions.	Using visual supports, identify the word that best revises the sentence.	Using an editing checklist, edit a sentence within a passage that best revises the paragraph.	Edit writing for format and conventions.
3.W.5.a.3	Recognize that some sources may be more reliable than others.	Using visual supports, identify a source using visual supports.	Identify a reliable source using visual supports.	Recognize that some sources may be more reliable than others.
3.W.6.1a.a.1	Write sentences using abstract nouns.	With support, identify simple abstract nouns.	Use simple abstract nouns.	Create sentences using abstract nouns.
3.W.6.1b.a.1	Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.	With support, identify simple regular and irregular verbs that convey various times, sequences, states, and conditions.	Use correct regular and irregular verbs in a sentence.	Create sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.

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3.W.6.1b.a.2	Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.	With support, identify simple verbs that convey various times, sequences, states, and conditions.	Use the correct verb tense within a sentence.	Create sentences that use simple verb tenses to convey various times, sequences, states, and conditions.
3.W.6.1c.a.1	Write sentences that include comparative and superlative adjectives and adverbs accurately.	With support, identify comparative or superlative adjectives or adverbs.	Correctly use comparative and superlative endings (-er, -est) for common adjectives and adverbs.	Create sentences that include comparative and superlative adjectives and adverbs accurately.
3.W.6.1e.a.1	Correctly write simple sentences.	With support, identify a simple sentence (organized words that have a capital letter and end mark).	With support, correctly create simple sentences.	Correctly create simple sentences.
3.W.6.1e.a.2	Correctly write compound sentences.	With support, identify a compound sentence.	With support, correctly create compound sentences.	Correctly create compound sentences.
3.W.6.1e.a.3	Correctly write complex sentences.	With support, identify a complex sentence.	With support, correctly create complex sentences.	Correctly create complex sentences.
3.W.6.1e.a.4	Use coordinating and subordinating conjunctions.	With support, identify a coordinating conjunction.	With support, use coordinating and subordinating conjunctions.	Use coordinating and subordinating conjunctions.
3.W.6.2a.a.1	Appropriately use capitalization.	With support, identify capital letters.	Given a sentence, correctly use capital letters.	Appropriately use capitalization.
3.W.6.2b.a.1	Use apostrophes to form contractions.	With support, identify a contraction.	Correctly place an apostrophe in a contraction.	Use apostrophes to form contractions.
3.W.6.2b.a.2	Use apostrophes to form singular and plural possessives.	With support, identify a possessive.	With support, use apostrophes to form singular and plural possessives.	Use apostrophes to form singular and plural possessives.
3.W.6.2b.a.3	Use quotation marks to indicate direct speech.	With support, identify quotation marks.	Place quotation marks to indicate direct speech.	Use quotation marks to indicate direct speech.

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3.W.6.2b.a.4	Appropriately use commas.	With support, identify a comma.	Place a comma correctly in a given sentence.	Appropriately use commas.
3.W.6.2c.a.1	Use conventional spelling for high-frequency and other studied words.	With support, correctly identify the beginning sound of high-frequency and other studied words.	Identify a correctly spelled high-frequency or other studied word.	Use conventional spelling for high-frequency and other studied words.