**3rd Grade Level 1 Understanding**

**Reading Literacy Texts**

* **Target 1. KEY DETAILS**: Use explicit details and information from the text to support answers or basic inferences.
  + Level 1 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of low complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or the sequence of events presented in a text.
  + Level 1 students should be able to identify central ideas, key events, or the sequence of events presented in texts of low complexity.
* **Target 3. WORD MEANINGS**: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, and word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).
  + Level 1 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author’s lesson or message.
  + Level 1 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of low complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).
  + Level 1 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of low complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.
  + Level 1 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of low complexity.
* **Target 7.** LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low complexity.

**Reading Informational Texts**

* **Target 8. KEY DETAILS**: Use explicit details and implicit information from the text to support answers or inferences about information presented.
  + Level 1 students should be able to use explicit details and information from the text to support answers or inferences about information presented in texts of low complexity.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas/key events or procedures and details that support them.
  + Level 1 students should be able to identify central ideas/key events, procedures, or details that support them in texts of low complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).
  + Level 1 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (e.g., author’s point of view, ideas and supporting details, relationships).
  + Level 1 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of low complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).
  + Level 1 students should be able to specify, integrate, or compare information within or across texts of low complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.
  + Level 1 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.
* **Target 14. LANGUAGE USE**: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low complexity.

**Writing**

* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph demonstrating minimal use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 1 students should be able to provide minimal evidence that they can write simple compositions demonstrating minimal use of narrative techniques, chronology, structure, or transitional strategies for coherence.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting details or an appropriate conclusion.
  + Level 1 students should be able to provide minimal evidence that they can write or revise one informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence or an appropriate conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts in which there may be minimal attention to purpose and audience, organization of ideas (e.g. underdeveloped focus) and structures and transitional strategies for coherence, as well as few supporting details and/or an underdeveloped conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (illustrations) in informational texts to enhance meaning.
  + Level 1 students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use text features in informational text to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
  + Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, in which there may be a poorly stated opinion about a topic or source, loosely organized ideas, few supporting reasons, or an underdeveloped conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 1 students should be able to provide minimal evidence that they can write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source, little attention to purpose and audience, few organized ideas, little statement of a context and focus, loose structures and transitional strategies for coherence, few supporting reasons, and an underdeveloped conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 1 students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 1 students should be able to provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to produce texts.
  + Level 1 students should be able to provide, with significant support (e.g., explicit directions, whole broken into parts), minimal evidence that they can use tools of technology to produce texts.

**Listening**

* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 1 students should be able to provide minimal evidence that they can interpret or use information delivered orally or audio-visually.

**Research**

* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer a question or to investigate a topic or concept.
  + Level 1 students should be able to provide minimal evidence that they can conduct short, simple research projects to answer a question or investigate a topic or concept.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; select information from data or print and non-print text sources.
  + Level 1 students should be able to provide minimal evidence that they can locate information to support ideas and details; select information from data or print and non-print text sources.
* **Target 4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
  + Level 1 students should be able to provide minimal evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.

**3rd Grade Level 2 Understanding**

**Reading Literacy Texts**

**-Threshold:** The student who just enters Level 2 should be able to:

* Use some details and information from text to partially support answers or basic inferences.
* In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.
* In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.
* In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message.
* Explain how information is presented or connected within or across texts of low-to-moderate complexity.
* Specify or compare relationships across texts of low-to-moderate complexity.
* Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.
* Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
* **Target 1. KEY DETAILS**: Use explicit details and information from the text to support answers or basic inferences.
  + Level 2 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or the sequence of events presented in a text.
  + Level 2 students should be able to identify or summarize central ideas, key events, or the sequence of events presented in texts of moderate complexity.
* **Target 3. WORD MEANINGS**: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, and word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).
  + Level 2 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author’s lesson or message.
  + Level 2 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).
  + Level 2 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.
  + Level 2 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of moderate complexity.
* **Target 7. LANGUAGE USE**: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.

**Reading Informational Texts**

**-Threshold:** The student who just enters Level 2 should be able to:

* Use details and information from the text to support answers or inferences in texts of low-to-moderate complexity.
* Identify or summarize central ideas/key events or the procedures or details that support them in texts of low-to-moderate complexity.
* Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low-to-moderate complexity.
* Use supporting evidence to interpret and explain how information is presented across texts of low-to-moderate complexity.
* Specify, integrate, or compare information within or across texts of low-to-moderate complexity.
* Demonstrate knowledge of text structures or features to obtain, interpret, or explain information in texts of low-to-moderate complexity.
* Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low-to-moderate complexity.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from the text to support answers or inferences about information presented.
  + Level 2 students should be able to use explicit details and information from the text to support answers and inferences about information presented in texts of moderate complexity.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas/key events or procedures and details that support them.
  + Level 2 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).
  + Level 2 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (e.g., author’s point of view, ideas and supporting details, relationships).
  + Level 2 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).
  + Level 2 students should be able to specify, integrate, or compare information within or across texts of moderate complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.
  + Level 2 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate complexity.
* **Target 14. LANGUAGE USE**: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.

**Writing**

**-Threshold:** The student who just enters Level 2 should be able to:

* Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author’s craft with possible demonstration of purpose.
* Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
* Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.
* Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).
* Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.
* Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion.
* With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts.
* Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 2 students should be able to provide partial evidence that they can write full compositions demonstrating some narrative techniques, chronology, structure, transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting details or an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can write full informational/explanatory texts on a topic, in which there is some attention to purpose and audience, some organization of ideas, inclusion of some structures and transitional strategies for coherence, some supporting details, and a simple conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (illustrations) in informational texts to enhance meaning.
  + Level 2 students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use text features in informational text to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, occasionally demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide a conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 2 students should be able to provide partial evidence that they can write full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 2 students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use some language and vocabulary that is appropriate to purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 2 students should be able to provide, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to produce texts.
  + Level 2 students should be able to provide, with minimal support (e.g., whole broken into parts), partial evidence that they can use tools of technology to produce texts.

**Listening**

**-Threshold:** The student who just enters Level 2 should be able to:

* Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing.
* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 2 students should be able to provide partial evidence that they can interpret or use information delivered orally or audio-visually.

**Research**

**-Threshold:** The student who just enters Level 2 should be able to:

* Conduct short simple research projects to answer a question or to investigate a topic or concept.
* Locate some information to support ideas and details; select some information from data or print and non-print text sources with little or no support.
* Generate opinions with minimal evidence to support the opinions based on information collected.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer a question or to investigate a topic or concept.
  + Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer a question or investigate a topic or concept.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; select information from data or print and non-print text sources.
  + Level 2 students should be able to provide partial evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.
* **Target 4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
  + Level 2 students should be able to provide partial evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.

**3rd Grade Level 3 Understanding**

**Reading Literacy Texts**

**-Threshold:** The student who just enters Level 3 should be able to:

* Use explicit details and information from texts of moderate complexity to support answers or basic inferences.
* Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.
* Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.
* Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity.
* Specify and compare or contrast relationships across texts of moderate complexity.
* Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.
* Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
* **Target 1. KEY DETAILS**: Use explicit details and information from the text to support answers or basic inferences.
  + Level 3 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate-to-high complexity.
* **Target 2. CENTRAL IDEAS**: Identify or summarize central ideas, key events, or the sequence of events presented in a text.
  + Level 3 students should be able to identify or summarize central ideas, key events, or the sequence of events presented in texts of moderate-to-high complexity.
* **Target 3. WORD MEANINGS**: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, and word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).
  + Level 3 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.
* **Target 4**. **REASONING & EVIDENCE**: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author’s lesson or message.
  + Level 3 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate-to-high complexity.
* **Target 5**. **ANALYSIS WITHIN OR ACROSS TEXTS**: Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).
  + Level 3 students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate-to-high complexity.
* **Target 6. TEXT STRUCTURES & FEATURES**: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.
  + Level 3 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, or connect information in texts of moderate-to-high complexity.
* **Target 7. LANGUAGE USE**: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate-to-high complexity.

**Reading Informational Texts**

**-Threshold:** The student who just enters Level 3 should be able to:

* Use details and information from texts of moderate complexity to support answers or inferences.
* Identify or summarize central ideas/key events or procedures or details that support them in texts of moderate complexity.
* Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.
* Use supporting evidence to interpret and explain how information is presented across texts of moderate complexity.
* Specify, integrate, and compare information within and across texts of moderate complexity.
* Demonstrate knowledge of text structures or text features to obtain, interpret, explain, and connect information in texts of moderate complexity.
* Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.
* **Target 8. KEY DETAILS**: Use explicit details and implicit information from the text to support answers or inferences about information presented.
  + Level 3 students should be able to use explicit details and information from the text to support answers or inferences about information presented in texts of moderate-to-high complexity.
* **Target 9. CENTRAL IDEAS**: Identify or summarize central ideas/key events or procedures and details that support them.
  + Level 3 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate-to-high complexity.
* **Target 10. WORD MEANINGS**: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).
  + Level 3 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.
* **Target 11. REASONING & EVIDENCE**: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (e.g., author’s point of view, ideas and supporting details, relationships).
  + Level 3 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate-to-high complexity.
* **Target 12. ANALYSIS WITHIN OR ACROSS TEXTS**: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).
  + Level 3 students should be able to specify, integrate, and compare information within or across texts of moderate-to-high complexity.
* **Target 13. TEXT STRUCTURES/ FEATURES**: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.
  + Level 3 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate-to-high complexity.
* **Target 14. LANGUAGE USE**: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate-to-high complexity.

**Writing**

**-Threshold:** The student who just enters Level 3 should be able to:

* Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft with minimal demonstration of purpose.
* Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
* Use text features in information texts to enhance meaning without support.
* Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion.
* Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.
* Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text.
* Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* Without support, use tools of technology to produce texts.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 3 students should be able to provide adequate evidence that they can write full compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author’s craft appropriate to purpose.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting details or an appropriate conclusion.
  + Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting details and an appropriate conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (illustrations) in informational texts to enhance meaning.
  + Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
  + Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, and provide an appropriate conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 3 students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 3 students should be able to provide adequate evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 3 students should be able to provide adequate evidence that they can apply and edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to produce texts.
  + Level 3 students should be able to provide adequate evidence that they can use tools of technology to produce texts.

**Listening**

**-Threshold:** The student who just enters Level 3 should be able to:

* Interpret and use information delivered orally or audio-visually without support.
* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visually.

**Research**

**-Threshold:** The student who just enters Level 3 should be able to:

* Conduct short, limited research projects to answer a question or to investigate a topic or concept.
* Locate information to support central ideas and key details; select information from data or print and non-print text sources without support.
* Generate opinions with evidence to support the opinion based on prior knowledge and information collected.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer a question or to investigate a topic or concept.
  + Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer a question or investigate a topic or concept.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; select information from data or print and non-print text sources.
  + Level 3 students should be able to provide adequate evidence that they can locate and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.
* **Target 4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
  + Level 3 students should be able to provide evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.

**3rd Grade Level 4 Understanding**

**Reading Literacy Texts**

**-Threshold:** The student who just enters Level 4 should be able to:

* Use explicit details and information from the text to support answers and basic inferences in highly complex texts.
* Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.
* Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.
* Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.
* Specify, compare, and contrast relationships across highly complex texts.
* Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.
* Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
* **Target 1.** KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences.
  + Level 4 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of unusually high complexity.
* **Target 2.** CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text.
  + Level 4 students should be able to identify and summarize central ideas, key events, or the sequence of events presented in texts of unusually high complexity.
* **Target 3.** WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, and word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).
  + Level 4 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.
* **Target 4**. REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author’s lesson or message.
  + Level 4 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of unusually high complexity.
* **Target 5**. ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).
  + Level 4 students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of unusually high complexity.
* **Target 6.** TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.
  + Level 4 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, and connect information in texts of unusually high complexity.
* **Target 7.** LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of unusually high complexity.

**Reading Informational Texts**

**-Threshold:** The student who just enters Level 4 should be able to:

* Use explicit details and information from the text to support answers and inferences in highly complex texts.
* Identify and summarize central ideas/key events, procedures, and details that support them in highly complex texts.
* Begin to determine meanings of words and domain-specific words and phrases, based on context, word relationships, word structure, or use of resources in highly complex texts.
* Begin to use supporting evidence to interpret and explain how information is presented across highly complex texts.
* Begin to specify, integrate, and compare information within and across highly complex texts.
* Demonstrate knowledge of text structures and text features to obtain, interpret, and explain information in highly complex texts.
* Begin to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in highly complex texts.
* **Target 8.** KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.
  + Level 4 students should be able to use explicit details and information from the text to support answers and inferences about information presented in texts of unusually high complexity.
* **Target 9.** CENTRAL IDEAS: Identify or summarize central ideas/key events or procedures and details that support them.
  + Level 4 students should be able to identify and summarize central ideas/key events, procedures, and details that support them in texts of unusually high complexity.
* **Target 10.** WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).
  + Level 4 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic words (tier 2) with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.
* **Target 11.** REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (e.g., author’s point of view, ideas and supporting details, relationships).
  + Level 4 students should be able to use supporting evidence to interpret and explain how information is presented and connected within or across texts of unusually high complexity.
* **Target 12.** ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).
  + Level 4 students should be able to specify, integrate, and compare information within or across texts of unusually high complexity.
* **Target 13.** TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.
  + Level 4 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of unusually high complexity.
* **Target 14.** LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.
  + Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of unusually high complexity.

**Writing**

**-Threshold:** The student who just enters Level 4 should be able to:

* Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose.
* Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author’s craft appropriate to purpose.
* Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion.
* Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion.
* Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.
* Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts.
* Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* Begin to use multiple tools of technology to produce texts.
* **Target 1. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
  + Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
* **Target 2. COMPOSE FULL TEXTS**: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
  + Level 4 students should be able to provide thorough evidence that they can write full, complex compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, and author’s craft appropriate to purpose.
* **Target 3. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting details or an appropriate conclusion.
  + Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.
* **Target 4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies strategically for coherence, and including well-developed supporting details and a strong conclusion.
* **Target 5. USE TEXT FEATURES:** Use text features (illustrations) in informational texts to enhance meaning.
  + Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.
* **Target 6. WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
  + Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, effectively organize ideas using linking words or phrases, develop supporting reasons, and provide a strong conclusion.
* **Target 7. COMPOSE FULL TEXTS:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.
  + Level 4 students should be able to provide thorough evidence that they can write full, complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, effectively organize ideas by stating a well-developed context and focus, include complex structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate, strong conclusion.
* **Target 8. LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
  + Level 4 students should be able to provide thorough evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.
* **Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
  + Level 4 students should be able to provide thorough evidence that they can apply and edit grade-level grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
* **Target 10. TECHNOLOGY:** Use tools of technology to produce texts.
  + Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to produce texts.

**Listening**

**-Threshold:** The student who just enters Level 4 should be able to:

* Begin to critically interpret and use information delivered orally or audio-visually.
* **Target 4.LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.
  + Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visually.

**Research**

**-Threshold:** The student who just enters Level 4 should be able to:

* Conduct short, more complex research projects to answer one or more questions or to investigate topics or concepts.
* Locate information in more challenging text to support central ideas and key details; select information from data or print and non-print text sources.
* Generate sound opinions in more complex situations and include strong, relevant evidence to support the opinions based on prior knowledge and information collected.
* **Target 1. PLAN/RESEARCH:** Conduct short research projects to answer a question or to investigate a topic or concept.
  + Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer questions or investigate topics or concepts.
* **Target 2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; select information from data or print and non-print text sources.
  + Level 4 students should be able to provide thorough evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.
* **Target 4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
  + Level 4 students should be able to provide thorough evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.