| PLD | Standard | Below Proficient | Approaching Proficient | Proficient | Highly Proficient |
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| Policy | | The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level and is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support. | The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level and is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support. | The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support. | The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently. |
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| | | For grade-appropriate, low-complexity texts, the Level 1 student | For grade-appropriate, low-to-moderate-complexity texts, the Level 2 student | For grade-appropriate, moderate-to-high-complexity texts, the Level 3 student | For grade-appropriate, high-complexity texts, the Level 4 student |
| **Reading: Literature** | | | | | |
| Range | RL.3.1 | asks and answers explicit questions to demonstrate understanding of a text. | asks and answers explicit questions to demonstrate understanding text, referring to the text as the basis for answers. | asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. | asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. |
| Range | RL.3.2 | identifies details to recount stories; identifies explicitly stated central messages, lessons, or morals and identify details. | identifies key details to recount stories; determines central messages, lessons, or morals. | recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text. | explains details to recount stories; determines implicitly stated central messages, lessons, or morals; and explains how they are conveyed through key details. |
| Range | RL.3.3 | identifies basic elements (e.g., traits, feelings) of characters in a story and explains how these elements contribute to the story. | describes basic elements (e.g., traits, feelings) of characters in a story and explains how these elements contribute to the story. | describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. | describes complex elements (e.g., traits, feelings, motivations) of complex characters in a story and explains how their actions contribute to a complex sequence of events. |
| Range | RL.3.4 | uses easily located, explicitly stated details to determine the meanings of familiar words and phrases as they are used in a text. | uses explicitly stated details to determine the meaning of words and phrases as they are used in a text, identifying literal and nonliteral language. | determines the meaning of words and phases as they are used in a text, distinguishing literal from nonliteral language. | determines the meanings of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| Range | RL.3.5 | refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section. | refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describes how one part builds on an earlier section. | refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections. | refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections. |

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| Range | RL.3.6 | identifies explicitly stated points of view of the narrator or characters. | distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters. | distinguishes his or her own point of view from that of the narrator or those of the characters. | distinguishes his or her own point of view from implicitly stated points of view. |
| Range | RL.3.7 | uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting or mood. | uses specific aspects of a text's simple illustrations to understand the text and make lower-level inferences about how the illustrations reflect characters, setting, or mood. | explains 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). | explains how specific aspects of a text's complex illustrations contribute to an understanding of the text; makes higher-level inferences about how the illustrations reflect mood, characters, and setting. |
| Range | RL.3.9 | identifies the simple and explicit themes, settings, and plots of stories written by the same author or about similar characters (e.g., books from a series). | describes explicitly stated themes, settings, and plots of stories written by the same author or similar characters (e.g., books from a series). | compares and contrasts 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). | compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters; makes higher-level inferences to identify support used by authors. |
| | | | **Reading: Informational Text** | | |
| Range | RI.3.1 | asks and answers explicit questions to demonstrate understanding of a text. | asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers. | asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. |
| Range | RI.3.2 | identifies an explicitly stated main idea of a text; identifies key details to recount the main idea. | determines the main idea of a text; identifies key details to recount the main idea. | determines the main idea of a text; recounts key details and explains how they support the main idea. | determines an implicitly stated main idea of a text; recounts key details and explains how they support the main idea. |
| Range | RI.3.3 | identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence. | describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using limited language that pertains to time, sequence, and cause/effect. | describes 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. | describes and analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immerging application, using academic language that pertains to time, sequence, and cause/effect. |
| Range | RI.3.4 | uses easily located, explicitly stated details to determine the meaning of basic academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. | uses explicitly stated details to determine the meaning of basic academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. | determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | determines the meaning of advanced academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| Range | RI.3.5 | uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text. | uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic. | uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently. |
| Range | RI.3.6 | identifies an explicitly stated point of view of the author of a text. | distinguishes his or her own point of view from an explicitly stated point of view of the author of a text. | distinguishes his or her own point of view from that of the author of a text. | distinguishes his or her own point of view from an implicitly stated point of view of the author of a text. |

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| Range | RI.3.7 | uses information gained from simple illustrations and the explicit statements within a text to demonstrate understanding of the text. | uses information gained from simple illustrations and lower-level inferences within a text to demonstrate understanding of the text. | uses 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). | uses information gained from complex illustrations and the higher-level inferences within a text to demonstrate understanding of the text. |
| Range | RI.3.8 | identifies simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | describes complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence). |
| Range | RI.3.9 | identifies the most important points and key details presented in a text. | describes the most important points and key details presented in two texts on the same topic. | compares and contrasts the most important points and key details presented in two texts on the same topic. | compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons |
| **Listening** | | | | | |
| Range | SL.3.2 | identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Range | SL.3.3 | answers questions about information from a speaker. | asks and answers questions about information from a speaker. | asks and answers questions about information from a speaker, offering appropriate elaboration and detail. | asks and answers questions about information from a speaker, offering relevant and effective elaboration and detail. |
| **Language** | | | | | |
| Range | L.3.1 | demonstrates command of grammar in simple sentences. | demonstrates command of grammar in simple and compound sentences and of the function of common and straightforward nouns, pronouns, adjectives, adverbs, and conjunctions. | demonstrates command of grammar in simple, compound, and complex sentences, including the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating), verbs (regular and irregular) and simple verb tenses, and subject-verb and pronoun-antecedent agreement. | demonstrates strong command of grammar in simple, compound, and complex sentences, including the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating), verbs (regular and irregular) and verb tenses, and subject-verb and pronoun-antecedent agreement. |

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| Range | L.3.2 (abcd) | capitalizes some words in titles and uses some commas in addresses. | demonstrates command of capitalization conventions in titles and of commas in addresses. | demonstrates command of capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and how to form and use possessives. | demonstrates strong command of capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and how to form and use possessives. |
| Range | L.3.2 (efg) | spells high-frequency words correctly. | spells high-frequency words correctly and uses spelling patterns and generalizations in writing unknown words. | spells high-frequency words correctly; uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases. | spells most words correctly; uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases, including use of complex patterns and irregularly spelled words. |
| Range | L.3.3 | chooses words/phrases without concern for effect. | chooses words/phrases for effect and recognizes the differences between spoken and written English. | chooses words/phrases for effect and recognizes and observes the differences between spoken and written English. | carefully chooses words/phrases for effect and to strengthen the message of the writing; recognizes and observes the differences between spoken and written English. |
| Range | L.3.4 | clarifies the meaning of unknown words using immediate context clues. | clarifies the meaning of multiple-meaning words using sentence-level context clues; clarifies the meaning of unknown words using morphology (grade-level roots and affixes) and/or reference resources. | clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources. | clarifies the meaning of unknown and multiple-meaning words using sentence- and paragraph-level context clues, morphology (roots and affixes), and/or reference resources. |
| Range | L.3.5 | recognizes simple figurative language, simple word relationships, and nuances in word meanings. Identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful). | demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings; recognizes the literal and nonliteral use of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful). | demonstrates understanding of figurative language, word relationships, and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies subtle or complex real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words that describe states of mind or degrees of certainty. |