

Performance Level Descriptors

English Language Arts Grade 3

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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Range Performance Level Descriptors

Reading: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Reading Strand – Key Ideas and Details

Developing	Approaching	Meeting	Advanced
<p>A student at this level can develop or answer simple questions to locate explicit relevant details in a text to support an answer. (RI&RL)</p>	<p>A student at this level can develop or answer questions to locate relevant and specific explicit details in a text to support an answer or inference. (RI&RL)</p>	<p>A student at this level can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)</p>	<p>A student at this level can develop and answer questions to locate ample relevant and specific details, explicit and implicit, in a text to support an answer or inference. (RI&RL)</p>
<p>can summarize short portions of a simple text. (RI&RL)</p>	<p>can summarize portions of a text to identify a theme or central idea or partially explain how it is supported by key details. (RI&RL)</p>	<p>can summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p>	<p>can summarize portions of a text to determine a theme or central idea and explain in detail how it is supported by key details. (RI&RL)</p>
<p>can minimally describe a character (explicit traits, motivations, and/or feelings), drawing on limited or no details from the text. (RL)</p>	<p>can describe a character (explicit traits, motivations, and/or feelings), drawing on some specific details from the text. (RL)</p>	<p>can describe a character (traits, motivations, and/or feelings), drawing on specific details from the text. (RL)</p>	<p>can thoroughly describe a character (explicit or implicit traits, motivations, and/or feelings), drawing on relevant details from the text. (RL)</p>
<p>can minimally describe the relationship among a series of simple events, ideas, concepts, or steps in a text, using limited or no language that pertains to time, sequence, and cause/effect. (RI)</p>	<p>can describe the relationship among a series of explicit events, ideas, concepts, or steps in a text, using at least one example of language that pertains to time, sequence, and cause/effect. (RI)</p>	<p>can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p>	<p>can thoroughly describe the relationship among a series of events, ideas, concepts, or steps in a text, using ample language that pertains to time, sequence, and cause/effect. (RI)</p>

Reading Strand – Craft and Structure			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can inconsistently determine the meaning of basic words, phrases, figurative language, or academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level can partially determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level can determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level can thoroughly determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)</p>
<p>can identify some basic parts of stories. (RL)</p>	<p>can identify basic parts of stories, dramas, and poems. (RL)</p>	<p>can identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)</p>	<p>can thoroughly identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)</p>
<p>can identify some basic text features. (RI)</p>	<p>can identify or use basic text features. (RI)</p>	<p>can identify and use text features to build comprehension. (RI)</p>	<p>can identify and effectively use text features to build comprehension. (RI)</p>
<p>can inconsistently identify the explicit point of view or perspective of the author, narrator, or characters in a text. (RI&RL)</p>	<p>can identify the explicit point of view or perspective of the author, narrator, or characters in a text. (RI&RL)</p>	<p>can discuss how the reader’s point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&RL)</p>	<p>can thoroughly discuss how the reader’s point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&RL)</p>
Reading Strand – Integration of Knowledge and Ideas			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can minimally explain how specific illustrations or text features connect to the words in a text. (RI&RL)</p>	<p>A student at this level can explain how specific illustrations or text features connect to the words in a text. (RI&RL)</p>	<p>A student at this level can explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where,</p>	<p>A student at this level can thoroughly explain with textual support how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or</p>

		when, why, and how key events occur). (RI&RL)	setting, or determine where, when, why, and how key events occur). (RI&RL)
can inconsistently identify claims and some reasons and evidence in a text. (RI)	can partially explain how claims in a text are supported by relevant reasons and evidence. (RI)	can explain how claims in a text are supported by relevant reasons and evidence. (RI)	can thoroughly explain how claims in a text are supported by relevant reasons and evidence. (RI)
can inconsistently recognize genres. (RI&RL)	can recognize genres and make limited connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	can recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	can thoroughly recognize genres and make clear connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Writing: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Writing Strand – Text Types and Purposes

Developing	Approaching	Meeting	Advanced
<p>A student at this level can compose minimally reflective, formal, or creative writing, which may happen simultaneously or independently, for some high-stakes and low-stakes purposes.</p>	<p>A student at this level can compose simple and adequate reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can consistently compose effective reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>can write incomplete or basic text in a limited variety of modes: write incomplete or basic opinion pieces about a topic or text, minimally state an opinion,</p>	<p>can write simple text in a variety of modes: write opinion pieces that weakly support a point of view about a topic or text, state an opinion, and</p>	<p>can write text in a variety of modes: write opinion pieces that support a point of view about a topic or</p>	<p>can skillfully write text in a variety of modes: consistently write effective opinion pieces that support a point of view about a topic or</p>

and list limited or no reasons that support the opinion.	partially list reasons that support the opinion.	text, state an opinion, and list reasons that support the opinion.	text, state an opinion, and list reasons that support the opinion.
write basic informative/explanatory texts that minimally introduce a simple topic and use limited facts, definitions, and details to develop points.	write simple, adequate informative/explanatory texts that weakly introduce a topic and use some facts, definitions, and details to develop points.	write informative/ explanatory texts that introduce a topic and use facts, definitions, and details to develop points.	write informative/explanatory texts that thoroughly introduce a topic and use ample facts, definitions, and details to develop points.
minimally convey events, real or imagined, through simple narrative/short stories that develop basic experiences or events.	convey events, real or imagined, through narrative/short stories that partially develop experiences or events, using some descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.	convey events, real or imagined, through narrative/short stories that develop experiences or events, using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.	convey events, real or imagined, through narrative/short stories to thoroughly develop experiences or events using ample descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.
can use simple dialogue and limited description of actions, thoughts, and feelings to minimally develop experiences and events or show the responses of characters to situations.	can use dialogue and description of actions, thoughts, and feelings to partially develop experiences and events or show the responses of characters to situations.	can use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	can skillfully use dialogue and description of actions, thoughts, and feelings to thoroughly develop experiences and events or show the responses of characters to situations.
(organization) can create writing that includes a limited introduction that establishes a simple purpose and provides a minimal concluding statement appropriate to the mode of writing.	(organization) can create writing that includes an adequate introduction that establishes a purpose and provides a simple concluding statement appropriate to the mode of writing.	(organization) can create writing that includes an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.	(organization) can create writing that includes an effective introduction that establishes a clear purpose and provides an effective concluding statement appropriate to the mode of writing.
(transitions) can minimally use basic prompts, words, or phrases to signal event order or to link	(transitions) can use basic prompts, words, and phrases to signal event order or to link and	(transitions) can use prompts, words, and phrases to signal event order or to link and build	(transitions) can skillfully use prompts, words, and phrases to signal event order or to link and

and build weak connections between ideas, text, or events.	build connections between ideas, text, and events.	connections between ideas, text, and events.	build strong connections between ideas, text, and events.
(word choice) can use familiar words for emphasis, addition, contrast, or order to minimally connect categories or information, and to convey basic meaning.	(word choice) can use familiar words for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.	(word choice) can use words for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.	(word choice) can use a variety of words for emphasis, addition, contrast, or order to skillfully connect categories or information, and to convey meaning.
Writing Strand – Production and Distribution of Writing			
Developing	Approaching	Meeting	Advanced
A student at this level with support from adults and peers: can produce writing in which the development and organization are weak and minimally culturally-sustaining and rhetorically authentic to task and purpose.	A student at this level with support from adults and peers: can produce writing in which the development and organization are adequate and somewhat culturally-sustaining and rhetorically authentic to a task and purpose.	A student at this level with support from adults and peers: can produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.	A student at this level with support from adults and peers: can produce effective writing in which the development and organization are fully culturally-sustaining and rhetorically authentic to task and purpose.
can respond minimally to questions and suggestions from peers and add few details to strengthen writing as needed by limited planning, revising, and editing.	can partially respond to questions and suggestions from peers and add some details to strengthen writing as needed by planning, revising, and editing.	can respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.	can respond fully to questions and suggestions from peers and add relevant details to strengthen writing as needed by planning, revising, and editing.
can use few digital tools to produce and publish writing and minimally collaborate with peers.	can use some digital tools to produce and publish writing and collaborate with peers.	can use digital tools to produce and publish writing and collaborate with peers.	can use a variety of digital tools to produce and publish writing and collaborate effectively with peers.

can learn to produce limited writing through printing, cursive, or typing.	can learn to partially produce short writing through printing, cursive, and/or typing.	can learn to produce writing through printing, cursive, and/or typing.	can learn to effectively produce writing through printing, cursive, and/or typing.
Writing Strand – Inquiry to Build and Present Knowledge			
Developing	Approaching	Meeting	Advanced
A student at this level can minimally conduct simple inquiry projects that build limited knowledge about a topic.	A student at this level can conduct basic short inquiry projects that partially build knowledge about a topic.	A student at this level can conduct short inquiry projects that build knowledge about a topic.	A student at this level can conduct short inquiry projects that skillfully build knowledge about a topic.
can minimally recall limited information from experiences or minimally gather limited information from print and digital sources; can take limited notes on sources or minimally sort explicit evidence into simple provided categories.	can partially recall information from experiences or gather information from print and digital sources; can take brief notes on sources and sort evidence into provided categories.	can recall information from experiences or gather information from print and digital sources; can take brief notes on sources and sort evidence into provided categories.	can completely recall information from experiences or gather information from print and digital sources; can take thorough, brief notes on sources and sort evidence into provided categories.
can recall few simple facts from literary or informational texts to support minimal reflection or inquiry.	can recall some facts from literary or informational texts to support partial reflection and inquiry.	can recall facts from literary or informational texts to support reflection and inquiry.	can thoroughly recall facts from literary or informational texts to support reflection and inquiry.
Language: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.			
Language Strand – Knowledge of Language			
Developing	Approaching	Meeting	Advanced
A student at this level	A student at this level	A student at this level	A student at this level

can demonstrate a basic or incomplete understanding of how language functions in different cultures, contexts, and disciplines.	can demonstrate a partial understanding of how language functions in different cultures, contexts, and disciplines; can inconsistently apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.	can consistently and effectively demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can thoroughly apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.
can minimally compare and/or contrast basic ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).	can partially compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).	can compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).	can effectively compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).
can recognize a few limited differences between the conventions of written and spoken English.	can partially recognize basic differences between the conventions of written and spoken English.	can recognize differences between the conventions of written and spoken English.	can thoroughly recognize differences between the conventions of written and spoken English.
can identify a few key words or phrases that help readers understand a topic; can choose one or fewer words and phrases for effect when writing and speaking.	can partially identify key words and phrases that help readers understand a topic; can inconsistently choose words and phrases for effect when writing and speaking.	can identify key words and phrases that help readers understand a topic; can choose words and phrases for effect when writing and speaking.	can thoroughly identify key words and phrases that help readers understand a topic; can skillfully choose words and phrases for effect when writing and speaking.
Language Strand – Vocabulary Acquisition and Use			
Developing	Approaching	Meeting	Advanced
A student at this level can minimally determine or clarify the meaning of a few	A student at this level can partially determine or clarify the meaning of unknown and	A student at this level can determine or clarify the meaning of unknown and	A student at this level can consistently and effectively determine or clarify the meaning

unknown and multiple-meaning words and phrases in reading and content; can use limited context clues, minimally analyze meaningful word parts, consult simple general and specialized reference materials, and minimally apply word-solving strategies (for meaning) as appropriate.	multiple-meaning words and phrases in reading and content; can inconsistently use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	multiple-meaning words and phrases in reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.	of unknown and multiple-meaning words and phrases in reading and content; can effectively use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.
can minimally use explicit sentence-level context as a clue to the meaning of some words or phrases.	can partially use explicit sentence-level context as a clue to the meaning of a word or phrase.	can use sentence-level context as a clue to the meaning of a word or phrase.	can consistently use sentence-level context as a clue to the meaning of a word or phrase.
can minimally determine the meaning of new basic words when a suffix or prefix is added.	can partially determine the meaning of new words when a suffix or prefix is added.	can determine the meaning of new words when a suffix or prefix is added.	can effectively determine the meaning of new words when a suffix or prefix is added.
can use limited resources to determine basic word meanings.	can use resources to partially determine word meanings.	can use resources to determine word meanings.	can skillfully use a variety of resources to determine word meanings.
can demonstrate basic or incomplete understanding of some figurative language, word relationships, or nuances in word meanings.	can demonstrate simple understanding of some figurative language, word relationships, or nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
can determine the basic or incomplete meaning of words and phrases as they are used in a text, minimally distinguishing between literal and nonliteral language.	can partially determine the meaning of words and phrases as they are used in a text, sometimes distinguishing between literal and nonliteral language.	can determine the meaning of words and phrases as they are used in a text, distinguishing between literal and nonliteral language.	can effectively determine the meaning of words and phrases as they are used in a text, consistently distinguishing between literal and nonliteral language.

can minimally distinguish shades of meaning among a few words describing degrees of certainty (e.g., knew, believed, suspected).	can partially distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).	can distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).	can effectively and consistently distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).
can make basic or incomplete connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make simple connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can consistently make strong connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
can demonstrate a limited or incomplete ability to collaboratively build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can use basic vocabulary appropriate to the context and situation.	can demonstrate a partial ability to collaboratively or independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use adequate vocabulary appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use vocabulary appropriate to the context and situation.	can demonstrate a consistent and effective ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can skillfully use vocabulary appropriate to the context and situation.
can minimally identify or use basic or incomplete phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	can identify or use simple phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	can consistently identify and skillfully use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).
Language Strand – Conventions of Standard English			
Developing	Approaching	Meeting	Advanced
A student at this level	A student at this level	A student at this level	A student at this level

can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can partially demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
can attempt to discern when and where it is appropriate to use standardized English.	can partially discern when and where it is appropriate to use standardized English.	can discern when and where it is appropriate to use standardized English.	can discern when and where it is appropriate to use standardized English.
can attempt to use or explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).	can inconsistently use or explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).	can appropriately use and explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).	can consistently and effectively use and explain the intended purpose in conventions with irregular and regular nouns and verbs; simple verb tenses; simple and compound sentences; easily confused words (e.g., to, too, two).
can demonstrate limited use of the conventions of standardized English capitalization, punctuation, spelling when writing.	can inconsistently or partially demonstrate simple use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
can attempt to use or explain the intended purpose in conventions with titles; quotation marks for speech; possessives.	can inconsistently or partially use or explain the intended purpose in conventions with titles; quotation marks for speech; possessives.	can appropriately use and explain the intended purpose in conventions with titles; quotation marks for speech; possessives.	can consistently and effectively use and explain the intended purpose in conventions with titles; quotation marks for speech; possessives.
can attempt to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,	can sometimes use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word	use spelling patterns and generalizations (e.g., word families, position-based spellings,	can consistently and effectively use spelling patterns and generalizations (e.g., word families, position-based spellings,

ending rules, meaningful word parts) in writing words.	parts) inconsistently in writing words.	syllable patterns, ending rules, meaningful word parts) in words.	syllable patterns, ending rules, meaningful word parts) in words.
can minimally use conventional spelling for high frequency words.	can sometimes use conventional spelling for high frequency words.	use conventional spelling for high frequency words.	can consistently and effectively use conventional spelling for high frequency words.
can minimally use conventional spelling for adding suffixes to basic words.	can sometimes use conventional spelling for adding suffixes to basic words.	use conventional spelling for adding suffixes to basic words.	can consistently and effectively use conventional spelling for adding suffixes to basic words.
can attempt to use learned syllable patterns and reference materials to solve and write basic unknown words.	can sometimes use learned syllable patterns and reference materials to solve and write basic unknown words.	use learned syllable patterns and reference materials to solve and write unknown words.	can consistently and effectively use learned syllable patterns and reference materials to solve and write unknown words.