

**Student Baseline and Post-Instruction Checklist**  
**Common Core Essential Elements and Instructional Achievement Level Descriptors**  
**English Language Arts GRADE 3**

Student Name: \_\_\_\_\_ Student Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Common Core State Standard: RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.1.</b> Answer questions to demonstrate understanding of text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Answer questions to demonstrate understanding of a text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With prompting, answer questions to demonstrate understanding of a text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, answer a question from a familiar book about a personal experience.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.2.</b> Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Recount stories, including fables, folktales, and myths from diverse cultures including key details from the text.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify a detail from a familiar story, fable, folktale, or myth.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.3.</b> Identify the traits, motivations, or feelings of characters in a story.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Describe the traits, motivations, or feelings of characters in a story.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the traits, motivations, or feelings of characters in a story.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With prompting, identify the traits, motivations, or feelings of characters in a familiar story.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify symbols, objects, or other tactual representations of feelings depicted in a familiar story.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.4.</b> Determine whether something described in the text could be true.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine which words or phrases in a text are literal versus non-literal.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine whether something described in the text could be true.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify things in the text that have happened in their own life.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify one event from a story.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.5.</b> Determine the beginning, middle, and end of a story.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Sequence the beginning, middle, and end of a story.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the beginning, middle, and end of a story.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the beginning or ending of a story.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify one event from a story.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.6.</b> Identify personal point of view about a character or the narrator.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Explain personal point of view about a character.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify personal point of view about a character or narrator.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With prompts and support, state opinion about a character.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify a favorite character in a story.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.3.7.</b> Identify parts of illustrations that depict a particular mood, setting, or character.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Identify the part of an illustration that supports mood, setting, or character as described in the text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify parts of illustrations that depict a particular mood, setting, or character.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use illustrations to describe characters and setting.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify character or setting in an illustration from the text.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.8. (Not applicable to literature)**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.3.8. N/A		

**Common Core State Standard: RL.3.9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.3.9. Identify similarities in the settings of two stories by the same author.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Identify similarities and differences in settings of stories by the same authors.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify similarities in the settings of two stories by the same author.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize that two stories have the same setting.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify the setting of a story.</li> </ul>	___Y ___N

**Common Core State Standard: RL.3.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.3.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

**Common Core State Standard: RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.1.</b> Answer questions related to a familiar text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Ask and answer questions using the text or illustration as evidence.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Answer questions related to a familiar text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Answer questions related to a specific section of the familiar text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With prompts and supports, answer questions about text or illustrations.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.2.</b> Identify a detail of a text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine the key details of a text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify a detail of a text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, identify a detail of a text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, match the topic of a text.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.3.</b> List the progression of a series of events.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>List the progression of a series of events.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With prompting, list the progression of a series of events given the first event.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, determine sequence of events.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topics or subject area*.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.4.</b> Determine the meaning of vocabulary related to a familiar text.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Explain the meaning of key vocabulary specific to the text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the meaning of vocabulary related to a familiar text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify vocabulary in an informational text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, locate identified vocabulary.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.5.</b> Identify text features and search tools.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Identify text features and search tools to locate information.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify text features and search tools.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify text features.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify text features.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.6.** Distinguish their own point of view from that of the author of a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.6.</b> Identify a personal point of view about a text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Distinguish between personal point of view and that of others.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify a personal point of view about a text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify personal point of view about the topic.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, express point of view about a topic.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.7.</b> Demonstrate an understanding of text by connecting a visual element.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Explain how certain visual elements and words in the text support the ideas or understanding of events.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Demonstrate an understanding of text by connecting a visual element.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify a visual element in the text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, select a picture/object or section of text that supports the text.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.8.</b> N/A (See EERI.3.3.)		Indicate Yes or No

**Common Core State Standard: RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.9.</b> Identify similarities of two resources on the same topic.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Identify similarities and differences of two resources on the same topic.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify similarities of two resources on the same topic.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Locate a second resource on the same topic.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify the topic of one resource.</li> </ul>	___Y ___N

**Common Core State Standard: RI.3.10.** By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.3.10.</b> **This Informational Text Essential Element references all elements above.		Indicate Yes or No

**Common Core State Standard: RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding words.  
a. Identify and know the meaning of the most common prefixes and derivational suffixes.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERF.3.3.</b> Apply letter-sound skills in decoding consonant sounds of familiar one-syllable words. a. In context, demonstrate basic knowledge of letter-sound correspondences.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use letter-sound knowledge to accurately represent the initial sound in single-syllable words.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>In context, demonstrate basic knowledge of letter-sound correspondences.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>In context, recognize three or fewer letter-sound correspondences.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Repeat letter-sounds.</li> </ul>	___Y ___N

**Common Core State Standard: RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding words.  
b. Decode words with common Latin suffixes.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERF.3.3.b.</b> With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>With models and supports, decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the beginning sound of familiar words beginning with a single-consonant sound.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify the initial sound that matches.</li> </ul>	___Y ___N

**Common Core State Standard: RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding words.  
c. Decode multi-syllable words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERF.3.3.c.</b> N/A		<b>Indicate Yes or No</b>

**Common Core State Standard: RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding words.  
d. Read grade-appropriate irregularly spelled words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERF.3.3.d.</b> Recognize 40 or more written words.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Recognize 50 or more written words.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize 40 or more written words.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize 10 or more written words.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify personally relevant, familiar words.</li> </ul>	___Y ___N

**Common Core State Standard: RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.  
a. Read grade-level text with purpose and understanding.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERF.3.4.</b> Read text comprised of familiar words to support comprehension. a. Read familiar text with purpose and understanding.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Read ability-appropriate, novel text with purpose and understanding.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Read familiar text with purpose and understanding.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Listen to familiar text with purpose and understanding.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Listen to familiar text.</li> </ul>	___Y ___N

**Common Core State Standard: RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.  
 b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.3.4.b. N/A		Indicate Yes or No

**Common Core State Standard: RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.  
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.3.4.c. Use context to determine missing words in familiar texts.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use context to determine missing words in a novel text.</li> </ul>	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use context to determine missing words in familiar texts.</li> </ul>	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Select from two words or symbols, a word or item that completes a sentence in a way that makes sense.</li> </ul>	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify a word that completes a familiar statement.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.  
 a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
 b. Provide reasons that support the opinion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.1.a-b.</b> Select a text and write to state an opinion about it and one reason to support the opinion.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Select a text and write to state an opinion about it with reasons to support the opinion.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Select a text and write to state an opinion about it and one reason to support the opinion.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, select a text and write, draw, or dictate an opinion about it and one reason to support the opinion.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, state an opinion about a book.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.  
 c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.3.1.c. N/A		<b>Indicate Yes or No</b>

**Common Core State Standard: W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.  
 d. Provide a concluding statement or section.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.3.1.d. N/A		<b>Indicate Yes or No</b>

**Common Core State Standard: W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.2.a-b.</b> Select a topic and write about it including one fact or detail.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Select a topic and write about it including facts or details.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Select a topic and write about it including one fact or detail.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Write a fact or detail about a given topic.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, select a topic for use during shared writing.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.2.c. N/A</b>		Indicate Yes or No

**Common Core State Standard: W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

d. Provide a concluding statement or section.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.2.d. N/A</b>		Indicate Yes or No

**Common Core State Standard: W.3.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.3.a.</b> Select an event or personal experience and write one thing about it.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Select an event or personal experience and write several things about it.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Select an event or personal experience and write one thing about it.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, select an event or personal experience and write one thing about it.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, select an event or personal experience to write about in shared writing.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.4.</b> With guidance and support, produce writing that expresses more than one idea.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>With guidance and support, produce writing that expresses three or more ideas.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, produce writing that expresses more than one idea.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, produce writing that expresses an idea.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, express an idea.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.5.</b> With guidance and support from adults and peers, revise own writing by adding more information.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, revise own writing by adding more information.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, add more to own writing.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, produce writing.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.6.</b> With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use technology to produce writing while interacting and collaborating with others.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support from adults, use technology to produce writing.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support from adults, use technology to produce written communications.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.7.** Conduct short research projects that build knowledge about a topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.7.</b> Gather information about a topic for a group research project.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Gather information about a topic from multiple sources for a group research project.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Gather information about a topic from one source for a group research project.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, gather information about a topic from one source for a group research project.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, explore one information source while writing.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.8.</b> Sort information into two provided categories and write information learned about them.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Sort information into three or more provided categories and write information learned about them.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Sort information into two provided categories and write information learned about them.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, sort information into provided categories and label the categories.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify information related to a given topic and write about it.</li> </ul>	___Y ___N

**Common Core State Standard: W.3.9.** (Begins in grade 4)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.9.</b> (Begins in grade 4.)		

**Common Core State Standard: W.3.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.3.10.</b> Write routinely for a variety of tasks, purposes, and audiences.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Write routinely with elaboration for a variety of tasks, purposes, and audiences.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Write routinely for a variety of tasks, purposes, and audiences.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, write routinely for a variety of tasks, purposes, and audiences.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, communicate routinely for a variety of purposes and audiences.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.1.</b> Participate in collaborative opportunities. <ul style="list-style-type: none"> <li>Engage in collaborative interactions about texts.</li> </ul>		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Initiate collaborative interactions about texts.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Engage in collaborative interactions about texts.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Engage in multiple-turn exchanges with peers.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Communicate an idea to the teacher or peer.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.1.b.</b> Listen to others' ideas before responding.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Listen and seek confirmation or clarification of others' ideas before responding.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Listen to others' ideas before responding.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, listen to others' ideas before responding.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, add to or support others' ideas.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.1.c.</b> Ask questions that link to ideas of others.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Ask questions to check understanding of ideas of others.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Ask questions that link to ideas of others.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, ask questions that link to ideas of others.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, ask questions of others.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.  
d. Explain their own ideas and understanding in light of the discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.1.d.</b> Express ideas clearly.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Explain ideas clearly.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Express ideas clearly.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, express ideas.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Communicate an idea to teacher or peer.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.2.</b> Ask and answer questions about details from a text read aloud or information presented orally or through other media.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Recount key details from a text read aloud or information presented orally or through other media.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Ask and answer questions about details from a text read aloud or information presented orally or through other media.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Answer questions about details from a text read aloud or information presented orally or through other media.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Attend to media presentations.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.3.</b> Ask or answer questions about what a speaker says.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Initiate a question or answer related questions about what a speaker says.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Ask or answer a question about what a speaker says.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Answer questions about what a speaker says.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, respond to questions about presented information.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.4.** Report on a topic or text, a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.4.</b> Recount a personal experience including details.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Recount a personal experience including descriptive details.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Recount a personal experience including details.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use pictures or other visual or tactual supports to recount a personal experience including details.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, communicate a personal experience.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.5.</b> Create a multimedia presentation of a story or poem.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Create a media production of a story or poem, including text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Create a multimedia presentation of a story or poem.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.</li> </ul>	___Y ___N

**Common Core State Standard: SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.3.6.</b> Combine words for effective communication to clarify thoughts, feelings, and ideas.		<b>Indicate Yes or No</b>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• Speak in complete sentences to clarify thoughts, feelings, and ideas.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Combine words for effective communication to clarify thoughts, feelings, and ideas.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Combine words to communicate thoughts, feelings, and ideas.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• With guidance and support, communicate thoughts, feelings, and ideas.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.1.</b> Demonstrate standard English grammar and usage when communicating. <p>a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</p>		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• Include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Use noun + verb combinations when communicating.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify common nouns and verbs in symbolic form.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use regular and irregular plural nouns.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.1.b.</b> Use plural nouns.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Form regular plural nouns.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use plural nouns.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use nouns to communicate.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize common nouns.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use abstract nouns (e.g., *childhood*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.1.c.</b> N/A		<b>Indicate Yes or No</b>

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Form and use regular and irregular verbs.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.1.d.</b> Use present and past tense verbs.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use present and past tense verbs with matching nouns.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use present and past tense verbs.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use common present tense verbs.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize common verbs.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.1.e. N/A</b>		<b>Indicate Yes or No</b>

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 f. Ensure subject-verb and pronoun-antecedent agreement.\*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.1.f. N/A</b>		<b>Indicate Yes or No</b>

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.1.g. N/A		Indicate Yes or No

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

h. Use coordinating and subordinating conjunctions.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.1.h. Produce utterances using three or more words.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Produce grammatically complete utterances.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Produce utterances using three or more words.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use single words to communicate.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>React to words either spoken, written, or in picture form.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.1.i. Ask simple questions.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Ask questions in simple complete sentences.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Ask simple questions.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, ask questions using <i>who</i> or <i>what</i>.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Respond to simple questions.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Capitalize appropriate words in titles.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.2.</b> Apply conventions of standard English including capitalization and spelling. a. Capitalize the first letter of a familiar place.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Capitalize the first letter of familiar names.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Capitalize the first letter of a familiar place.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Capitalize first letter of own name.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, respond to own name in print.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
b. Use commas in addresses.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.2.b.</b> N/A		<b>Indicate Yes or No</b>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Spell single-syllable words accurately when writing.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Spell common high-frequency words accurately.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the letters in high frequency words.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify a letter versus a non-letter.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
c. Use commas and quotation marks in dialogue

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.2.c. N/A		Indicate Yes or No

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
d. Form and use possessives

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.2.d. N/A		Indicate Yes or No

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.2.e. Spell common high-frequency words accurately.		Indicate Yes or No

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.2.f.</b> Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Match words with the same spelling pattern.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify own name.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.2.g.</b> Consult print in the environment to support reading and spelling.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Actively use print in the environment to support reading and spelling.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Consult print in the environment to support reading and spelling.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify print and signs in the environment.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, use symbols to communicate.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect. \*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.3.</b> Use language to achieve desired outcomes when communicating. <ul style="list-style-type: none"> <li>Use language to make simple requests.</li> </ul>		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use language to make or respond to requests.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use language to make simple requests.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Combine two or more words to make requests.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Look at or touch a word, object, or symbol to make a request.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Recognize and observe differences between the conventions of spoken and written standard English.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.3.b.</b> Use language to comment or share information.		<b>Indicate Yes or No</b>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use language to comment or share information.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use language to comment or share information.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Use single words, objects, signs, or symbols to comment or share information.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Use a preprogrammed messages on a communication device to comment or share information.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. N/A		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li></li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li></li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li></li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li></li> </ul>	___Y ___N

**Common Core State Standard: L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.4.b.</b> Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Add affixes to words to accurately reflect temporal meanings.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify yesterday, today, and tomorrow as temporal concepts.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, demonstrate an understanding of first-next as temporal concepts.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.4.c. N/A		Indicate Yes or No

**Common Core State Standard: L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.3.4.d. N/A		Indicate Yes or No

**Common Core State Standard: L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.5.</b> Demonstrate understanding of word relationships. a. N/A		Indicate Yes or No

**Common Core State Standard: L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.5.b.</b> Identify real-life connections between words and their use (e.g., <i>happy</i> : "I am <i>happy</i> ").		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Identify real-life connections between words and their use for expressing related emotions (e.g., <i>angry</i>, <i>depressed</i>, or <i>excited</i>).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <i>happy</i>: "I am <i>happy</i>").</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, identify real-life connections between words and their use (e.g., <i>happy</i>: "I am <i>happy</i>").</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, demonstrate understanding of words in real-life situations.</li> </ul>	___Y ___N

**Common Core State Standard: L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, and *wondered*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.5.c.</b> Identify words that describe personal emotional states.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use words that describe personal emotional states in others.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify words that describe personal emotional states.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize simple emotion words (e.g., <i>happy</i>, <i>sad</i>, and <i>mad</i>).</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, recognize simple emotion words (e.g., <i>happy</i>, <i>sad</i>, and <i>mad</i>).</li> </ul>	___Y ___N

**Common Core State Standard: L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.3.6.</b> Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind</i> , <i>under</i> , <i>after</i> , <i>soon</i> , <i>next</i> , <i>later</i> ).		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use words that signal spatial and temporal relationships (e.g., <i>behind</i>, <i>under</i>, <i>after</i>, <i>soon</i>, <i>next</i>, <i>later</i>).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind</i>, <i>under</i>, <i>after</i>, <i>soon</i>, <i>next</i>, <i>later</i>).</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind</i>, <i>under</i>, <i>after</i>, <i>soon</i>, <i>next</i>, <i>later</i>).</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"><li>• With guidance and support, put <i>in</i> or take <i>out</i> when asked.</li></ul>	___Y ___N