 **South Dakota Grade 3 ELA Threshold Descriptors**

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| **Grade 3 Reading: Literary Texts (Target(s) 1,2,3,4,5,6,7)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Use some details and information from text to partially support answers or basic inferences.  • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.  • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.  • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message.  • Explain how information is presented or connected within or across texts of low-to-moderate complexity.  • Specify or compare relationships across texts of low-to-moderate complexity.  • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.  • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity | • Use explicit details and information from texts of moderate complexity to support answers or basic inferences.  • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.  • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.  • Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity.  • Specify and compare or contrast relationships across texts of moderate complexity.  • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.  • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity. | • Use explicit details and information from the text to support answers and basic inferences in highly complex texts.  • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.  • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.  • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.  • Specify, compare, and contrast relationships across highly complex texts.  • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.  • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. |

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| **Grade 3 Reading Informational Text (Target(s) 8,9,10,11,12,13,14)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Use details and information from the text to support answers or inferences in texts of low-to-moderate complexity.  • Identify or summarize central ideas/key events or the procedures or details that support them in texts of low-to-moderate complexity.  • Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low-to-moderate complexity.  • Use supporting evidence to interpret and explain how information is presented across texts of low-to-moderate complexity.  • Specify, integrate, or compare information within or across texts of low-to-moderate complexity.  • Demonstrate knowledge of text structures or features to obtain, interpret, or explain information in texts of low-to-moderate complexity.  • Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low-to-moderate complexity | • Use details and information from texts of moderate complexity to support answers or inferences.  • Identify or summarize central ideas/key events or procedures or details that support them in texts of moderate complexity.  • Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.  • Use supporting evidence to interpret and explain how information is presented across texts of moderate complexity.  • Specify, integrate, and compare information within and across texts of moderate complexity.  • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, and connect information in texts of moderate complexity.  • Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity. | • Use explicit details and information from the text to support answers and inferences in highly complex texts.  • Identify and summarize central ideas/key events, procedures, and details that support them in highly complex texts.  • Begin to determine meanings of words and domain-specific words and phrases, based on context, word relationships, word structure, or use of resources in highly complex texts.  • Begin to use supporting evidence to interpret and explain how information is presented across highly complex texts.  • Begin to specify, integrate, and compare information within and across highly complex texts.  • Demonstrate knowledge of text structures and text features to obtain, interpret, and explain information in highly complex texts.  • Begin to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in highly complex texts. |

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| **Grade 3 Writing (Target(s) 1,2,3,4,5,6,7,8,9,10)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.  • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author’s craft with possible demonstration of purpose.  • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.  • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.  • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).  • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.  • Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion.  • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts.  • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.  • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts). | • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.  • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft with minimal demonstration of purpose.  • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.  • Use text features in information texts to enhance meaning without support.  • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion.  • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.  • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text.  • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.  • Without support, use tools of technology to produce texts. | • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose.  • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author’s craft appropriate to purpose.  • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion.  • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion.  • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.  • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts.  • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.  • Begin to use multiple tools of technology to produce texts. |

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| **Grade 3 Listening (Target(s) 4)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing). | • Interpret and use information delivered orally or audio-visually without support. | • Begin to critically interpret and use information delivered orally or audio-visually. |

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| **Grade 3 Research (Target(s) 1,2, 4)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Conduct short simple research projects to answer a question or to investigate a topic or concept.  • Locate some information to support ideas and details; select some information from data or print and non-print text sources with little or no support.  • Generate opinions with minimal evidence to support the opinions based on information collected. | • Conduct short, limited research projects to answer a question or to investigate a topic or concept.  • Locate information to support central ideas and key details; select information from data or print and non-print text sources without support.  • Generate opinions with evidence to support the opinion based on prior knowledge and information collected. | • Conduct short, more complex research projects to answer one or more questions or to investigate topics or concepts.  • Locate information in more challenging text to support central ideas and key details; select information from data or print and non-print text sources.  • Generate sound opinions in more complex situations and include strong, relevant evidence to support the opinions based on prior knowledge and information collected. |