 **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. |