

# 1. Listening

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, when supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, within most everyday conversations and academic instruction, with occasional visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with occasional support cues.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
<b>Pronunciation and Intonation Patterns</b>				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

# 1. Listening

# Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Comprehension of Oral Instructions, Questions, and Prompts</b>				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, when supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with occasional support.	5. Respond appropriately to classroom commands and instructions to complete multi-step grade-level tasks, with minimal support.
6. Respond appropriately to short, simply phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions and prompts.
<b>Comprehension of Information Presented Orally</b>				
7. Demonstrate listening comprehension of content presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
<b>Conversations and Discussions</b>				
8. Demonstrate active listening strategies about familiar topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand, and retelling, with minimal support.

## 2. Speaking

## Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use basic, concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary, within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual, non-verbal and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

## 2. Speaking

## Grade 3

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Grammar</b>					
4.	Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in complete and correct statements and questions, with occasional support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in a variety of statements and questions, with occasional support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6.	Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with occasional support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7.	Use simple transitional words to communicate a message, with support.	7. Use basic transitional words among sentences to communicate a logical message, with support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
<b>Pronunciation, Intonation</b>					
8.	Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

## 2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Personal Information</b>				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional details.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional details.	10. Express opinions and feelings within a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional details.	11. Express needs and wants, including multiple reasons, using appropriate verbal and non-verbal techniques, with minimal support.

## 2. Speaking

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

## 2. Speaking

## Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Conversations and Discussions</b>				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

### 3. Reading

### Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Connect Written Text and Spoken Language</b>				
1. Identify letters and their corresponding sound, with modeled support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with modeled support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with teacher support.	2. Identify grade level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
<b>Vocabulary and Symbols</b>				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support such as illustrations and text features.	3. Determine the meanings of grade-level words, with support such as illustrations, text features and textbook glossaries.	3. Determine the meanings of new vocabulary by re-reading, using context clues with guidance, and using text features.	3. Develop and apply new vocabulary from a variety of texts, using support such as re-reading, context clues, text features and dictionaries.
4. Classify and categorize words into sets and groups, with support of pictures, picture dictionaries, charts, diagrams, and posters.	4. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support of pictures and dictionaries.	4. Identify and explain common antonyms and synonyms, with support of visuals, dictionaries and textbook glossaries.	4. Identify and sort common words into conceptual categories, with support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including contractions and compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including prefixes, suffixes, root/ base words, and grade-appropriate compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes, and root/base words, with support of dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes and root/base words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support of visuals, and illustrated dictionaries.	6. Demonstrate comprehension of multiple-meaning words and homophones, with support of visuals and illustrated dictionaries.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support of visuals and illustrated dictionaries and glossaries.	6. Demonstrate comprehension of common idioms, figurative language, and grade-level multiple-meaning words, with support of visuals, glossaries and dictionaries.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

### 3. Reading

### Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Comprehension of Informational and Literary Texts</b>				
7. Identify simple authentic text including stories, menus, letters, articles, etc., with visual and non-verbal support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with visual and non-verbal support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of texts, with minimal support.
8. Identify important facts in simplified informational text, with repeated readings and visual support.	8. Identify the topic and important facts in simplified informational text, with visual support.	8. Identify and explain the main idea and factual supporting details in simplified informational text, with visual support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize or paraphrase the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar story, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar story, including problem and solution, with support.	9. Identify and explain relationships between and among characters, setting, and events, with occasional support.	9. Identify and distinguish literary elements among types of narrative texts, with minimal support.
10. Follow simple one-step written directions, with visual cues.	10. Follow written directions and prompts given one step at a time with simple language structures and modeling or visual cues.	10. Follow written multi-step directions and prompts with simple language structures and modeling or visual cues.	10. Follow multi-step written directions and procedures, with occasional support.	10. Follow multi-step written directions and procedures, with minimal support.
<b>Fluency</b>				
11. Recognize word order in simple sentence patterns.	11. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	11. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	11. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	11. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
12. Use end punctuation to guide meaning and expression, with support of modeling.	12. Use end punctuation to guide meaning and expression.	12. Use end punctuation and commas to guide meaning and expression.	12. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes.	12. Use grade-level punctuation cues to guide meaning and expression.
13. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	13. Imitate the rhythm of speech in familiar text when reading orally.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	13. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

### 3. Reading

### Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Strategies</b>				
14. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
15. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	15. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	15. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	15. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	15. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and textbook glossaries, with support.	16. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	16. Use grade-appropriate resources to determine the meaning of words, with minimal support.
17. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	17. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	17. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	17. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	17. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
18. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	18. After reading, respond to simplified text, including using modeled sentence frames, with support.	18. After reading, respond to modified text, including making comments and asking questions, with support.	18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

## 4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	2. Use grade-level verbs and helping verbs in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	2. Use grade-level verbs and helping verbs in short paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support such as word banks, sentence frames, and picture dictionaries.	3. Use articles and adjectives in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	3. Use articles, grade-level adjectives, and adverbs in sentences, with support of graphic organizers, modeling and sentence stems/ frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	3. Use articles, quantifiers, grade-level adjectives and adverbs in short paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support such as word banks, sentence frames, and picture dictionaries.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support of graphic organizers, modeling and sentence stems and sentence frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with support of graphic organizers, modeling and paragraph frames.	4. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support such as word banks, sentence frames, and picture dictionaries.	5. Use basic phrasal verbs in phrases and sentence frames, with support such as models, graphic organizers, and text resources.	5. Use idioms and grade-level multiple-meaning words, with support of graphic organizers, modeling and sentence stems and sentence frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with support of graphic organizers, modeling and paragraph frames.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

#### 4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Grammar</b>				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose complete and correct declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Recognize and use correct subject-verb agreement, with minimal support.
9. Use noun-pronoun agreement in highly patterned simple statements, with support.	9. Use noun-pronoun agreement in simple statements and questions, with support.	9. Use noun-pronoun agreement in simple and compound statements and questions, with support.	9. Use noun-pronoun agreement in a variety of statements and questions, with occasional support.	9. Recognize and use correct noun-pronoun agreement, with minimal support.
10. Use present and present progressive verb tenses of common verbs in highly patterned simple statements, with support.	10. Use present and present progressive verb tenses of common verbs in phrases and sentence frames, with support.	10. Use past, present and future verb tenses of regular and common irregular verbs, with support.	10. Use past, present and future verb tenses of regular and irregular verbs, with support.	10. Apply consistent and appropriate use of verb tenses such as past, present and future, with minimal support.
11. Use basic transitional words in a sentence to create a message, with support.	11. Use basic transitional words among sentences to create a logical message, with support.	11. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	11. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	11. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

## 4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Writing Conventions</b>				
12. Use end punctuation, with support.	12. Use grade-level end punctuation, with support.	12. Use grade-level punctuation, including end punctuation, commas and quotation marks, with support.	12. Use grade-level punctuation, including end punctuation, commas, apostrophes, and quotation marks, with occasional support.	12. Use grade-level punctuation consistently, with minimal support.
13. Use capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun I, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	13. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	13. Use grade-level capitalization, with minimal support.
14. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	14. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	14. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	14. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with occasional support.	14. Apply conventional grade-level spelling, with minimal support.
<b>Personal Information</b>				
15. Express personal information and ideas using words, phrases, and simple sentences, with support.	15. Express personal information and ideas using complete sentences, with support.	15. Express personal information and ideas using sentences and simple paragraphs, with support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with occasional support.	15. Express personal information and ideas, using a variety of forms such as paragraphs, journals, narratives, letters, and reports, with minimal support.
16. Express opinions and feelings, using words, phrases, and simple sentences, with support.	16. Express opinions and feelings with relevant reasons, using complete sentences, with support.	16. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	16. Express opinions and feelings with detailed reasons, with occasional support.	16. Express opinions and feelings using significant, relevant reasons, with minimal support.

#### 4. Writing

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
17. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	17. Explain grade-level academic procedures using simple sentences, with support.	17. Explain two-step academic procedures using a variety of sentences, with support.	17. Explain multi-step academic procedures using details in a paragraph, with occasional support.	17. Explain multi-step academic procedures using grade-level language structures, with minimal support.
18. Compose narrative text using single words, short phrases, and/or illustrations, with support.	18. Compose narrative text using simple sentences, with support.	18. Compose narrative text using details in simple and compound sentences, with support.	18. Compose narrative text in a paragraph using details within complex sentences, with occasional support.	18. Compose narrative text using details within complex language structures, with minimal support.
19. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives, with support.	19. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	19. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	19. Describe and compare factual attributes and characteristics of people, places, and things using sensory words and details, with occasional support.	19. Describe and compare by using sensory details and vivid language, with minimal support.
20. Express predictions and future events using simple words, short phrases, and/or illustrations, with support.	20. Express predictions and future events using phrases and simple sentences, with support.	20. Express predictions and future events using simple and compound sentences, with support.	20. Express predictions, probability, and future events using appropriate verb tenses and a variety of sentences, with occasional support.	20. Express predictions, probability, and future events using grade-level language structures in a paragraph, with minimal support.
21. Express cause-effect relationships using simple words or phrases, with support.	21. Express cause-effect relationships in phrases and sentences, with support.	21. Express cause-effect relationships using signal words, with support.	21. Express cause-effect relationships using signal words and phrases, with occasional support.	21. Express cause-effect relationships in paragraphs using appropriate signal words and phrases, with minimal support.
22. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	22. Summarize short passages of speech or text using phrases and sentences, with support.	22. Summarize and paraphrase short passages of speech or text, with support.	22. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	22. Summarize and paraphrase information from various sources, with minimal support.