Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Language				
	Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Conventions of Standard English	Demonstrates a limited command of the conventions of Standard English grammar and usage. - *Identifies nouns, verbs, and adjectives.* - *Forms and uses regular plural nouns and verbs.* - *Recognizes verb tenses.* - *Recognizes subject-verb agreement.* - *Uses comparative and superlative adjectives and adverbs.* - *Produces simple sentences.*	Demonstrates a basic command of the conventions of Standard English grammar and usage. - *Explains the general function of nouns, verbs, and adjectives.* - *Forms and uses regular and common irregular plural nouns and verbs.* - *Uses simple abstract nouns.* - *Forms simple verb tenses.* - *Recognizes subject-verb and pronoun-antecedent agreement.* - *Forms, uses, and chooses comparative and superlative adjectives and adverbs.* - *Produces simple and compound sentences.*	Demonstrates a strong command of the conventions of Standard English grammar and usage. - *Explains the general and specific function of nouns, pronouns, verbs, adjectives, and adverbs.* - *Forms and uses regular and irregular plural nouns and verbs.* - *Uses abstract nouns.* - *Forms and uses simple verb tenses.* - *Ensures subject-verb and pronoun-antecedent agreement.* - *Forms and uses comparative and superlative adjectives and adverbs; chooses between them depending on what is to be modified.* - *Uses coordinating and subordinating conjunctions.* - *Produces simple, compound, and complex sentences.*	Demonstrates a confident and consistent command of the conventions of Standard English grammar and usage. - *Explains all functions of nouns, pronouns, verbs, adjectives, and adverbs.* - *Forms and uses regular and irregular plural nouns and verbs.* - *Uses abstract nouns and recognizes the difference between abstract and concrete nouns.* - *Forms and uses verb tenses.* - *Ensures subject-verb and pronoun-antecedent agreement.* - *Forms and uses comparative and superlative adjectives and adverbs; chooses between them depending on what is to be modified.* - *Uses coordinating and subordinating conjunctions.* - *Produces simple, compound, and complex sentences, varying the type for audience and purpose.*

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

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Language			
Level 1: Emerging Learner	**Level 2:** Developing Learner	**Level 3:** Proficient Learner	**Level 4:** Distinguished Learner
Demonstrates a limited command of the conventions of Standard English capitalization, punctuation, and spelling. - *Uses conventional spelling for basic high-frequency words.* - *Adds simple suffixes to simple base words.* - *Describes the purpose of reference materials.*	Demonstrates a basic command of the conventions of Standard English capitalization, punctuation, and spelling. - *Capitalizes most words in titles.* - *Recognizes that commas are used in addresses.* - *Uses quotation marks in dialogue.* - *Uses possessives.* - *Uses conventional spelling for high-frequency and simple studied words.* - *Adds suffixes to simple base words.* - *Uses simple spelling patterns and generalizations in writing words.* - *Consults reference materials to check spelling.*	Demonstrates a consistent command of the conventions of Standard English capitalization, punctuation, and spelling. - *Capitalizes words in titles.* - *Uses commas in addresses.* - *Uses commas and quotation marks in dialogue.* - *Forms and uses possessives.* - *Uses conventional spelling for high-frequency and studied words.* - *Adds suffixes to base words.* - *Uses spelling patterns and generalizations in writing words.* - *Consults reference materials as needed to check and correct spelling.*	Demonstrates a strong and confident command of the conventions of Standard English capitalization, punctuation, and spelling. - *Capitalizes words in titles.* - *Uses commas in addresses.* - *Uses commas and quotation marks in complex dialogue.* - *Forms and uses possessives, recognizing the difference between plurals and possessives.* - *Uses conventional spelling for high-frequency, challenging domain-specific, and complex studied words.* - *Adds less frequently used suffixes to base words.* - *Uses spelling patterns and generalizations in writing words from a broad vocabulary.* - *Consults reference materials to check and correct spelling of challenging words as needed.*

(Row label: Conventions of Standard English)

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Language				
	Level 1: Emerging Learner	**Level 2: Developing Learner**	**Level 3: Proficient Learner**	**Level 4: Distinguished Learner**
Knowledge of Language	Exhibits a limited use of language and its conventions. - *Chooses well-known words for effect.* - *Recognizes that the conventions of spoken and written Standard English may differ.*	Exhibits a basic use of language and its conventions. - *Chooses well-known words and phrases for effect.* - *Recognizes explicit differences between the conventions of spoken and written Standard English.*	Exhibits a competent use of language and its conventions. - *Chooses words and phrases for effect.* - *Recognizes and observes differences between the conventions of spoken and written Standard English.*	Exhibits a precise use of language and its conventions. - *Chooses words and phrases for effect, drawing from a broad vocabulary.* - *Explains differences between the conventions of spoken and written Standard English.*
Vocabulary Acquisition and Use	Determines the meaning of simple, unknown, and multiple-meaning words. - *Uses context as a clue to the meaning of a simple word.* - *Identifies a root word.* - *Identifies affixes.* - *Describes the purpose of reference materials.*	Determines or clarifies the meaning of unknown and multiple-meaning words and simple phrases, using basic strategies. - *Uses context as a clue to the meaning of a word or simple phrase.* - *Determines the meaning of a simple word when a known prefix is added to a known word.* - *Identifies a known root word in an unknown word.* - *Uses reference materials to determine the meaning of words and phrases.*	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - *Uses sentence-level context as a clue to the meaning of a word or phrase.* - *Determines the meaning of a word when a known affix is added to a known word.* - *Uses a known root word as a clue to the meaning of an unknown word.* - *Uses reference materials to determine or clarify the precise meaning of words and phrases.*	Determines or clarifies the precise meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a broad range of strategies. - *Uses sentence-level context as a clue to the meaning of complex words or phrases.* - *Determines the meaning of a new word when an affix is added to a word.* - *Uses a root word as a clue to the meaning of an unknown word.* - *Uses reference materials to determine or clarify the precise meaning of complex and/or uncommon words and phrases.*

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

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Language				
	Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Vocabulary Acquisition and Use	Demonstrates a limited understanding of word relationships and nuances in word meanings. - *Determines the literal meaning of words in context.* - *Identifies connections between well-known words and their uses.* - *Identifies words with similar meanings.*	Demonstrates a basic understanding of word relationships and nuances in word meanings. - *Determines the literal meaning of words and phrases in context.* - *Identifies connections between words and their uses.* - *Differentiates between shades of meaning among well-known, related words.*	Demonstrates a strong understanding of word relationships and nuances in word meanings by choosing words that suit the purpose. - *Determines the literal and nonliteral meaning of words and phrases in context.* - *Identifies real-life connections between words and their uses.* - *Differentiates between shades of meaning among related words that describe states of mind or degrees of certainty.*	Demonstrates an in-depth understanding of word relationships and subtle nuances in word meanings by precisely and purposefully choosing words that suit the purpose. - *Determines the literal and nonliteral meaning of complex words and phrases in and out of context.* - *Identifies and explains real-life connections between words and their uses.* - *Differentiates between shades of meaning among related words that describe states of mind or degrees of certainty, using a broad vocabulary.*
	Uses grade 3-appropriate conversational words and phrases, including those that signal spatial and temporal relationships.	Uses grade 3-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships.	Uses grade 3-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Uses, in a precise and nuanced way, grade 3-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Literature			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Key Ideas and Details — Asks and answers simple questions about information clearly stated in the text.	Asks and answers explicit questions, using general information in the text as the basis for answers.	Asks and answers explicit and inferential questions, referring to key details in the text as the basis for answers.	Asks and answers explicit and inferential questions, referring to major and minor details in the text as the basis for answers.
Provides a limited recounting of stories; identifies the main idea.	Provides a correct but basic recounting of stories; determines the central message, lesson, or moral.	Provides a thorough recounting of stories; determines the central message, lesson, or moral, explaining how it is conveyed through details in the text.	Provides a detailed and nuanced recounting of stories; determines the central message, lesson, or moral, explaining how it is conveyed through major and minor details in the text.
Describes main characters in a text.	Describes characters and their actions in a text.	Describes characters and explains how their actions contribute to the sequence of events in a text.	Describes characters and explains how their subtle actions contribute to the sequence of events using details from the text.

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Literature				
	Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Craft and Structure	Determines the meaning of simple words in the text.	Determines the meaning of simple literal and nonliteral words and phrases in a text.	Determines the meaning of words and phrases in a text, differentiating literal from nonliteral language.	Determines, with precision, the meaning of challenging words and phrases in a text, making distinctions between literal and nonliteral language.
	Refers to general and easily identified parts of a text, using appropriate terminology.	Refers to parts of a text, using appropriate terminology; describes the general development of a text.	Refers to parts of a text, using appropriate terminology; describes how each successive part of a text builds on earlier sections.	Refers to specific parts of a text, using precise terminology; uses textual evidence to explain how each successive part of a text builds on earlier sections.
	Identifies the point of view of the narrator or characters.	Identifies their own point of view and that of the narrator or characters.	Differentiates their own point of view from that of the narrator or characters.	Explains the differences between their own point of view and that of the narrator or characters.
Integration of Knowledge and Ideas	Identifies illustrations that contribute to the text.	Explains how illustrations contribute to what is conveyed by the words in a text.	Explains how specific aspects of illustrations contribute to what is conveyed by the words in a text.	Explains how specific aspects of illustrations contribute to and enhance what is conveyed by the words in a text and inferences that can be made from the text.
	Compares and contrasts the settings and plots of stories.	Compares and contrasts the settings and plots of stories written by the same author about the same or similar characters.	Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters.	Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters, supporting with explicit and implied details from the text.

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Literature			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Range of Reading and Level of Text Complexity Reads stories, dramas, and poems in the Grade 2-3 complexity band with limited comprehension and significant scaffolding.	Reads stories, dramas, and poems in the Grade 2-3 complexity band with basic comprehension and some scaffolding.	Reads stories, dramas, and poems in the Grade 2-3 complexity band independently and proficiently with thorough comprehension.	Reads stories, dramas, and poems in the Grade 2-3 complexity band independently and masterfully with in-depth comprehension.

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Informational Text			
Level 1: Emerging Learner	**Level 2:** Developing Learner	**Level 3:** Proficient Learner	**Level 4:** Distinguished Learner
Key Ideas and Details — Asks and answers simple questions about information clearly stated in the text.	Asks and answers explicit questions referring to the text as the basis for the answers.	Asks and answers questions, referring explicitly to the text as the basis for the answers.	Asks and answers insightful questions, referring explicitly to the text as the basis for the answers.
Identifies an explicit main idea.	Determines the main idea; recounts the key details.	Determines the main idea; recounts the key details and explains how the details support the main idea.	Determines the main idea; fully recounts key details and provides an in-depth explanation of how the details support the main idea.
Describes a series of events, ideas, or concepts in a text.	Describes the relationship between a series of events, ideas or concepts in a text.	Describes the relationship between a series of events, ideas, concepts, or steps in procedures in a text, using language that pertains to time, sequence, and cause and effect.	Describes the relationship between a series of complex events, ideas, concepts, or steps in procedures in a text, using precise language that pertains to time, sequence, and cause and effect.
Craft and Structure — Determines the meaning of simple words in a text.	Determines the meaning of general academic words and phrases in a text.	Determines the meaning of general academic and domain-specific words and phrases in a text.	Determines with precision and detail the meaning of challenging academic and domain-specific words and phrases in a text.
Recognizes basic text features or search tools.	Uses basic text features and search tools to locate information.	Uses text features and search tools to locate information.	Uses advanced text features and search tools to locate information.
Identifies the point of view of the author of a text.	Identifies their own point of view and that of the author of a text.	Differentiates between their own point of view and that of the author of a text.	Makes clear and precise distinctions between their own point of view and that of the author of a text.

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Alabama Achievement Level Descriptors
Grade 3 – Reading/Language Arts

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Reading - Informational Text			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Integration of Knowledge and Ideas			
Identifies information found in illustrations in a text.	Uses basic information gained from illustrations in a text.	Uses information gained from illustrations and words in a text to demonstrate understanding of the text.	Uses subtle information gained from illustrations and words in a text to demonstrate understanding of the text.
Identifies the logical connection between given sentences in a text.	Identifies the logical connection between given sentences and paragraphs in a text.	Describes the logical connection between particular sentences and paragraphs in a text.	Describes subtle connections between particular sentences and paragraphs in a text.
Compares and contrasts basic information presented in two texts on the same topic.	Compares and contrasts details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two complex texts on the same topic.
Range of Reading and Level of Text Complexity			
Reads informational texts in the Grade 2-3 complexity band with limited comprehension and significant scaffolding.	Reads informational texts in the Grade 2-3 complexity band with basic comprehension and some scaffolding.	Reads informational texts in the Grade 2-3 complexity band independently and proficiently with thorough comprehension.	Reads informational texts in the Grade 2-3 complexity band independently and masterfully with in-depth comprehension.

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Foundational Skills				
	Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Phonics and Word Recognition	Applies limited phonics and word analysis skills when decoding words. - *Defines common prefixes.* - *Identifies a word with a common suffix.* - *Decodes simple two-syllable words.* - *Reads regularly spelled words.*	Applies basic phonics and word analysis skills when decoding words. - *Defines common prefixes and suffixes.* - *Decodes simple words with common suffixes.* - *Decodes simple multisyllabic words.* - *Reads grade-appropriate regularly spelled words.*	Applies phonics and word analysis skills when decoding words. - *Defines the most common prefixes and derivational suffixes.* - *Decodes words with common suffixes.* - *Decodes multisyllabic words.* - *Reads grade-appropriate irregularly spelled words.*	Applies precise phonics and word analysis skills when decoding complex words. - *Defines less common prefixes and derivational suffixes.* - *Decodes words with common and uncommon suffixes.* - *Decodes common and uncommon multisyllabic words.* - *Reads grade-appropriate irregularly spelled words demonstrating a broad vocabulary.*

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