



The IREAD Performance Level Descriptors (PLDs) reflect the learning path for each standard based on students' natural progression of skills and levels of thinking for specific content. These learning progressions should be used to assess and teach students at various developmental levels. The IREAD PLDs present learning progressions for the foundational reading focus that is part of each assessed standard. They are divided into categories in alignment with the IREAD proficiency levels: "Did Not Pass" and "Pass" for Grade 3, and "At Risk," "On Track," and "Pass" for Grade 2. The IREAD Item Specifications and 2023 ELA Frameworks can assist educators in further defining each proficiency level and providing high-quality instruction.

Reading Foundations and Vocabulary					
Standard	Reporting Category	Foundational Reading Focus	Grade 3 Did Not Pass		Pass
1.RF.5: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.(E)	Reading Foundations	Identify beginning and ending sounds in single-syllable words.	Match words with the same beginning or ending sounds.		Mastery of this academic standard is foundational to reading and cannot alone demonstrate the ability to read and comprehend a whole text. Students must demonstrate skills associated with other academic standards as well as this foundational phonics skill in order to achieve a passing score for IREAD.
			Grade 2 At Risk	Grade 2 On Track	
			Match words with the same beginning sounds.	Match words with the same ending sounds.	
2.RF.2: Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	Reading Foundations	Identify a word that has the same vowel sound as that in a given word.	Identify a word that has the same vowel sound as that in a given word.		Mastery of this academic standard is foundational to reading and cannot alone demonstrate the ability to read and comprehend a whole text. Students must demonstrate skills associated with other academic standards as well as this foundational phonics skill in order to achieve a passing score for IREAD.
			Grade 2 At Risk	Grade 2 On Track	
			Identify a word that has the same short vowel sound as that in a given word.	Identify a word that has the same long vowel sound as that in a given word.	



Reading Foundations and Vocabulary					
Standard	Reporting Category	Foundational Reading Focus	Grade 3 Did Not Pass		Pass
3.RC.11: Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Reading Foundations	Choose words that complete the meaning of a story using sentence-level context clues.	Identify words (limited to concrete nouns, simple verbs, and/or adjectives) that best complete the meaning of a simple two-sentence story where context clues are easily located near the missing word(s) and may be obtained by reading only part of the story.		Identify words (including concrete/abstract nouns, verbs, adjectives, and/or adverbs) that best complete the meaning of a two- or three-sentence story where context clues are slightly separated from the missing word(s) and require full reading of the story.
			Grade 2 At Risk	Grade 2 On Track	
			Identify words (limited to concrete nouns) that best complete the meaning of a simple two-sentence story where context clues are easily located near the missing word(s) and may be obtained by reading only part of the story.	Identify words (limited to concrete nouns, simple verbs, and/or adjectives) that best complete the meaning of a simple two-sentence story where context clues are easily located near the missing word(s) and may be obtained by reading only part of the story.	
3.RC.12: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	Reading Foundations	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	Identify the synonym of a given word in a phrase-level or passage-based context, where drawing further context from the passage is minimal; OR Identify the correct use of a homonym in sentence-level or passage-based context, where drawing further context from the passage is minimal.		Identify the synonym of a given word in a passage-based context, where drawing further context from the passage is necessary.
			Grade 2 At Risk	Grade 2 On Track	
			Identify the correct use of a homonym in sentence-level or passage-based context, where drawing further context from the passage is minimal.	Identify the synonym of a given word in a phrase-level or passage-based context, where drawing further context from the passage is minimal.	



Reading Comprehension					
Standard	Reporting Category	Foundational Reading Focus	Grade 3 Did Not Pass		Pass
3.RC.1: Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	Reading: Nonfiction & Reading: Literature	Answer questions to demonstrate comprehension of a text.	Answer a question about explicitly stated information presented in one section of a text.		Answer a question about explicitly stated information presented in more than one section of a text, OR answer a question about implicit information that requires little discernment.
			Grade 2 At Risk	Grade 2 On Track	
			Answer a question about explicitly stated information located in one section of a text towards the beginning of a passage where the answer exactly matches the text in the passage.	Answer a question about explicitly stated information located in one section of a text towards the end of a passage where the answer is reworded but retains the same meaning.	
3.RC.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	Reading: Literature	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	Describe what happens in one section of a text.		Describe what happens in an entire text; OR interpret the theme of a text when the theme is explicit or requires little discernment.
			Grade 2 At Risk	Grade 2 On Track	
			Describe what happens in one section of a text located at the beginning of the text.	Describe what happens in one section of a text located at the end of the text.	



Reading Comprehension					
Standard	Reporting Category	Foundational Reading Focus	Grade 3 Did Not Pass		Pass
3.RC.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Reading: Literature	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Identify a feeling or trait that is shared by more than one character in a text, OR Interpret details in one given section of a text to determine a feeling or trait of one character.		Describe a character's feelings at a specific point of time in the plot (e.g., in the beginning, after a specific event, in response to another character's action, at the end), OR Describe how a character's feelings or actions change based on one or more events, OR Analyze a character's actions in a text to describe their motivations or traits.
			Grade 2 At Risk	Grade 2 On Track	
			Identify a feeling or trait that is shared by more than one character in a text.	Interpret details in one given section of a text to determine a feeling or trait of one character.	
1.RC.4: Make and confirm predictions about what will happen next in a story.	Reading: Literature	Make predictions about what will happen next in a story.	Predict a character feeling or action based on what has already happened in the text.		Predict an event using minimal discernment and what has already happened in the text.
			Grade 2 At Risk	Grade 2 On Track	
			Predict a character feeling based on what has already happened in the text.	Predict a character action based on what has already happened in the text.	
3.RC.5: Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	Reading: Nonfiction	Determine the main idea of a text.	Identify the main idea of a text when the main idea is explicitly stated or is found at the beginning of the passage and requires minimal interpretation.		Interpret information within a text or text section to determine the main idea.
			Grade 2 At Risk	Grade 2 On Track	
			Synthesizing information from an entire text to determine the main idea is a more complex skill. Grade two students who are able to	Identify the main idea of a text when the main idea is explicitly stated or is found at the beginning of the passage and requires minimal	



Reading Comprehension					
Standard	Reporting Category	Foundational Reading Focus	Grade 3 Did Not Pass		Pass
			<i>engage in this task are above the "at risk" level.</i>	interpretation.	
3.RC.6: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Reading: Nonfiction	Identify when a specific event occurred within a series of events or a step within a process/procedure; OR describe the relationship between two events or steps in a process or procedure.	Identify when a given event occurred within a passage when the passage explicitly describes the event's placement in time.		Identify what happened first or last when given a series of steps or events, OR order events within a series, OR identify prior events in a series that cause later events to occur.
			Grade 2 At Risk	Grade 2 On Track	
			<i>Synthesizing information from an entire text to make connections between events and sequencing is a more complex skill. Grade two students who are able to engage in this task are above the "at risk" level.</i>	Identify when a given event occurred within a passage when the passage explicitly describes the event's placement in time.	
3.RC.7: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	Reading: Nonfiction	Locate or explain specific information within a passage using headers or pictures.	Determine which header within the passage contains specific information.		Explain an idea or specific information using either a picture or a header from the passage.
			Grade 2 At Risk	Grade 2 On Track	
			<i>Synthesizing information from an entire text to locate explicit information and interpreting the idea/meaning gained from a text feature is a more complex skill. Grade two students who are able to engage in this task are above the "at risk" level.</i>	Determine which header within the passage contains specific information.	



Reading Comprehension					
Standard	Reporting Category	Foundational Reading Focus	Grade 3 Did Not Pass		Pass
3.RC.8: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	Reading: Nonfiction	Place events from a passage in chronological order.	Identify an event that happens <i>before</i> or <i>after</i> a given event when the given events occur in close sequence to one another towards the beginning of a passage.		Identify an event that happens <i>before</i> or <i>after</i> a given event when the events occur at any point and sequence in the passage.
			Grade 2 At Risk	Grade 2 On Track	
			<i>Synthesizing key details from an entire text to order events that may occur at any point and sequence is a more complex skill. Grade two students who are able to engage in this task are above the “at risk” level.</i>	Identify an event that happens <i>before</i> or <i>after</i> a given event when the given events occur in close sequence to one another towards the beginning of a passage.	