

# PRACTICE TEST ALIGNMENT DOCUMENT

## Grade 3 ELA

Sequence Number	Standards
<b>Session 1</b>	
1	Passage
2	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
3	RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
4	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5	RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
6	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
7	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
8	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
9	Passage
10	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
11	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Sequence Number	Standards
12	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
13	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
14	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
15	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
16	Passage
17	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
18	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
19	RI.3.6 Distinguish their own point of view from that of the author of a text.
20	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
21	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
22	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
23	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

<b>Session 2</b>	
1	Audio Passage
2	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in
3	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in
4	SL.3.1 c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
5	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
6	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use temporal words and phrases to signal event order.
7	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
8	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c) Use commas and quotation marks in dialogue.
9	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e) Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.
10	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. f) Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i> ) in writing words.

11	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
12	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>
13	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase.</p>
14	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
15	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b) Develop the topic with facts, definitions, and details.</p>
16	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>
17*	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reason.</p>

\*This is a hand-scored item. The rubric can be found at the end of this document for reference.

## Rubric

### Opinion – Grade 3

	4	3	2	1
<b>Written Expression</b>	<p>The response clearly states an opinion based on the texts, and the opinion is supported with relevant and effective details, examples, and evidence. The response demonstrates an effective organizational structure that conveys a sense of completeness.</p> <ul style="list-style-type: none"> <li>The opinion is effectively introduced and communicated, and the focus is strongly maintained for the purpose, audience, and task.</li> <li>A meaningful organizational structure with a clear introduction, body, and conclusion is maintained throughout.</li> <li>Comprehensive evidence from the sources is integrated, and references to the text are relevant and specific.</li> <li>Ideas are presented clearly and logically from beginning to end, and there are strong connections between and among ideas.</li> </ul>	<p>The response states an opinion connected to the texts, and the opinion is supported with details, examples, and/or evidence. The response is adequately organized and generally focused.</p> <ul style="list-style-type: none"> <li>The opinion is introduced and the focus is maintained for the purpose, audience, and task.</li> <li>An organizational structure, including an introduction, body, and conclusion, is present.</li> <li>Evidence from the sources is included, and references to the text are generally appropriate.</li> <li>A progression of ideas is evident, and connections between and among ideas are present.</li> </ul>	<p>The response attempts to state an opinion based on the texts, but it may demonstrate a partial understanding of major ideas. Some support may be present, but connections among ideas may be weak or underdeveloped. An attempt at an organizational structure is evident.</p> <ul style="list-style-type: none"> <li>The opinion is introduced but may not be clear, and focus may not be sustained.</li> <li>Some attempt at an organizational structure is present, but the effect may be inconsistent or uneven.</li> <li>Some evidence from sources may be included but is weakly linked to the opinion.</li> <li>Progression of ideas is weak, and connections between ideas may be missing or unclear.</li> </ul>	<p>The response may be related to an opinion about the texts, but understanding of major ideas is limited. Details, examples, and evidence are incorrect, incomplete, or missing, and an insufficient organizational structure contributes to a lack of focus and sense of completeness.</p> <ul style="list-style-type: none"> <li>The opinion is insufficiently stated or missing, and focus is not maintained.</li> <li>Little to no organizational structure is present.</li> <li>Evidence is irrelevant, incomplete, incorrect, or missing.</li> <li>Ideas may be randomly ordered or have an unclear progression.</li> </ul>

<b>Conventions</b>	<p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are well-formed and effectively controlled.</li> <li>Command of usage and grammar is strong and effective.</li> <li>Spelling, punctuation, and capitalization are largely correct.</li> </ul>	<p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are formed and adequately controlled.</li> <li>Command of usage and grammar is sufficient.</li> <li>Errors in spelling, punctuation, and capitalization do not impede clarity.</li> </ul>	<p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are limited.</li> <li>Command of usage and grammar is uneven.</li> <li>Errors in spelling, punctuation, and capitalization are obvious and impede clarity.</li> </ul>	<p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are severely limited or nonexistent.</li> <li>Errors in grammar and usage are frequent.</li> <li>Spelling, punctuation, and capitalization are mostly incorrect and unclear.</li> </ul>
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A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (**CP**)
- Is completely off topic (**OT**)
- Is incoherent (**IN**)
- Is not written in the target language (**NL**)
- Is blank (**BB**)
- Is inadequate for scoring (**IS**) *\*includes refusals*