

Practice Test Alignment Document

English Language Arts | Grade 3

Sequence Number	Standard	Learning Target
Session 1		
1	Passage	
2	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Identify a character's point of view in a text.
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).	Determine how an illustration contributes to the reader's understanding of a text.
4	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Use context to determine what a word or phrase suggests about a character.
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).	Determine how an illustration contributes to the reader's understanding of a text.
6	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Identify an answer to a question about information explicitly stated in a text.
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.	Describe a character by drawing on details from a text; choose supporting evidence from the text.
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).	Compare the settings in two texts.

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.	Use context to determine which meaning of a multi-meaning word is used in a sentence.
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.	Describe a character by drawing on details from a text.
12	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Identify an answer to a question about information explicitly stated in a text.
13	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Determine whose point of view is shown in a sentence from a text.
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.	Explain how one part of a text builds on another part of a text.
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.	Determine the main lesson a character learns in a text; choose supporting evidence from the text.
16	Passage	
17	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).	Explain how ideas are connected in a text; choose supporting evidence from the text.
18	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> .	Use context to determine the meaning of a word or phrase.
19	RI.3.6 Distinguish their own point of view from that of the author of a text.	Determine the point of view with which an author would most likely agree.
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.	Identify an answer to a question about information explicitly stated in a text.

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.	Explain a cause-and-effect relationship in a text.
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.	Determine where to find information in a text using text features.
23	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Explain a main idea of a text.

Session 2

1	Audio Passage	
2	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Infer meaning from a speaker's statement in a discussion.
3	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Determine which statement best explains an idea presented in a discussion.
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.	Determine which question to ask to learn more about the main idea of a discussion.
5	W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Determine where to place a sentence in a narrative to best organize the sequence of events.
6	W.3.3.c Use temporal words and phrases to signal event order.	Identify a word or phrase in a sentence that helps show the order of events in a narrative.
7	W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Explain how a sentence supports the development of a narrative; choose supporting evidence from the narrative.

8	L.3.2.c Use commas and quotation marks in dialogue.	Determine the correct placement of quotation marks and commas in dialogue.
9	L.3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	Determine the correct simple verb tense to use in a sentence.
10	L.3.2.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.	Enter the correct spelling of a word.
11	W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Determine which sentence or phrase to add in a given location in an article to most clearly explain the topic.
12	W.3.2.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.	Determine which linking word or phrase to use in a sentence to best connect a writer's ideas in one or more sentences.
13	L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Determine the meaning of a word or phrase in context.
14	W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Determine where to place a sentence in an article to best organize the information.
15	W.3.2.b Develop the topic with facts, definitions, and details.	Determine the best way to rewrite a sentence in an article to most clearly develop an idea.
16	W.3.2.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.	Determine which linking word or phrase to use in a sentence to best connect a writer's ideas in one or more sentences; choose supporting evidence from the article.
17*	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write a multi-paragraph opinion text based on provided passages; clearly state an opinion and support that opinion with details, examples, and evidence.

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

Scoring Rubric

Opinion – Grade 3

	4	3	2	1
Written Expression	<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"> The opinion is effectively introduced and communicated, and the focus is strongly maintained for the purpose, audience, and task. A meaningful organizational structure with a clear introduction, body, and conclusion is maintained throughout. Comprehensive evidence from the sources is integrated, and references to the text are relevant and specific. Ideas are presented clearly and logically from beginning to end, and there are strong connections between and among ideas. 	<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"> The opinion is introduced and the focus is maintained for the purpose, audience, and task. An organizational structure, including an introduction, body, and conclusion, is present. Evidence from the sources is included, and references to the text are generally appropriate. A progression of ideas is evident, and connections between and among ideas are present. 	<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"> The opinion is introduced but may not be clear, and focus may not be sustained. Some attempt at an organizational structure is present, but the effect may be inconsistent or uneven. Some evidence from sources may be included but is weakly linked to the opinion. Progression of ideas is weak, and connections between ideas may be missing or unclear. 	<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"> The opinion is insufficiently stated or missing, and focus is not maintained. Little to no organizational structure is present. Evidence is irrelevant, incomplete, incorrect, or missing. Ideas may be randomly ordered or have an unclear progression.

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