

On the common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending and analyzing literary fiction and nonfiction informational texts on related themes
- synthesizing information from different genres as well as appropriate multimedia presentations in the form of video clips
- identifying the main idea and key details of a text
- determining the central message
- identifying cause and effect relationships
- citing textual evidence to support claims and ideas
- discerning word meanings from their context
- constructing short written responses to questions about text or other media
- engaging in the writing process to respond to a writing task prompt with an essay

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Curriculum Standards/*New Jersey Student Learning Standards* and PARCC expectations.

Common Core Curriculum Standards/*New Jersey Student Learning Standards* covered within the ELA Unit of Study:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>	RL.3.1; RI.3.1;
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. <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</i>	RL.3.2
Describe characters in a story and explain how the characters' actions (e.g., traits, motivations, or feelings) in a story contribute to the sequence of events. <i>Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</i>	RL.3.3
Determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language.	RL.3.4
Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6
Explain how different 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).	RL.3.7
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). <i>Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</i>	RL.3.9
Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2
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.	RI.3.3
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	R.1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.2
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.4
Read and comprehend complex literary and informational texts independently and proficiently. <i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>	R.10
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <i>Introduce a topic and group related information together; include text features (e.g. illustrations, diagrams, captions) when useful to support comprehension.</i>	W.3.2.a
Develop the topic with facts, definitions, and details.	W.3.2.b
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2.c
Provide a concluding statement or section. <i>Provide a conclusion.</i>	W.3.2.d
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.10

Informational/Explanatory Writing Rubric Grade 3

Criterion	5	4	3	2	1
Focus / Information NJSLs: RIT – 1, W – 2	-Responds skillfully to all parts of the prompt -Demonstrates a strong understanding of topic/text(s)	-Responds successfully to all parts of the prompt -Demonstrates understanding of topic/text(s)	-Responds to all parts of the prompt -Demonstrates some understanding of topic/text(s)	-Responds to some parts of the prompt -Demonstrates little understanding of topic/text(s)	-Response does not address the prompt -Demonstrates no understanding of the topic/text(s)
Organization NJSLs: W – 2a, W – 2c, W – 2d, W – 4	-Organizes ideas and information into logical, coherent paragraphs that have a clear topic sentence, details, elaboration, and concluding sentence -Skillfully groups and structures related information in paragraphs and sections (including an introduction, supporting paragraphs & conclusion) -Uses linking words and phrases strategically to connect ideas within categories of information (e.g., also, another, and, more, but)	-Organizes ideas and information within paragraphs using a clear topic sentence, details, and concluding sentence -Groups related information together into a sequence of coherent paragraphs (including an introduction, supporting paragraphs & conclusion) -Uses effective linking words and phrases to connect ideas	-Organizes ideas and information in an incomplete paragraph structure (e.g., missing clear topic sentence, details, or conclusion) -Grouping of ideas lacks cohesion (e.g., some lapse in sequence of paragraphs or repetitive) -Attempts to use some simplistic linking words to connect ideas	-Organizes without clear evidence of paragraph structure -Does not group related information together -Uses no linking words	-Disorganized information without any paragraph structure
Support/ Evidence NJSLs: RIT – 1, W – 2b, W – 8	-Skillfully uses relevant and substantial text support from the resources with accuracy -Uses credible and varied sources -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes reference to additional sources	-Uses relevant and sufficient text support from the resources with accuracy -Uses credible sources -Develops the topic with facts, definitions, and details -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes a clear connection to topic	-Uses mostly relevant text support but does not explain how it supports topic -Uses mostly credible sources -Develops the topic the limited facts, definitions, or details -Refers to at least the minimum number of sources required by title, citing a direct quote which is not clearly connected or merely paraphrases the sources	-Does not use relevant or sufficient text support from the resources with accuracy -Uses few credible sources -Uses few facts, definitions, or details -Refers to fewer sources than required or does not cite sources by title	-Does not use text support
Knowledge of Language and Conventions NJSLs: L – 1, L – 2	-Uses purposeful and varied sentence structures including simple, complex and compound sentences -Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning -Utilizes precise and sophisticated word choice	-Uses correct and varied sentence structures including simple, complex and compound sentences -Demonstrates grade level appropriate conventions -Utilizes strong and grade-level appropriate word choice	-Uses correct sentence structures and attempts some variety -Demonstrates grade level appropriate convention; errors are minor and do not obscure meanings -Uses mostly grade-level appropriate word choice	-Uses some incorrect or incomplete sentence structure -Demonstrates limited/some understanding of grade level appropriate conventions, and errors interfere with the meaning -Word choice are repetitive and simplistic	-Uses mostly incomplete or incorrect sentence structure -Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning

3rd Grade Capitalization, Punctuation & Spelling Conventions: title words, address commas, dialogue commas, and quotations; conventional spelling for high frequency words