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
- utilizing text features of nonfiction informational texts
- 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
- 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. *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.*	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. *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.*	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. *Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.*	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
Refer to parts of stories, dramas, and poems when writing or speaking about a text by using terms such as chapter, scene, and stanza; describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.	RL 3.5
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). *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).*	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
Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.	RI 3.5

Use information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur). *Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*	RI 3.7
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third/ in a sequence). *Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third/ in a sequence) to support specific points the author makes in a text.*	RI.3.8
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. *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.*	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. *Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.*	R.10
Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1.a
Provide reasons that support the opinion.	W.3.1.b
Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.1.c
Provide a concluding statement or section.	W.3.1.d
Develop and strengthen writing as needed by planning, revising, and editing.	W.3.5

Opinion/Argument Writing Rubric Grade 3

Criterion	5	4	3	2	1
Focus / Opinion CCSS: W – 1a, W – 1 b, W – 4	-Responds skillfully to all parts of the prompt -States an opinion that demonstrates an insightful understanding -Considers alternate opinions but dismissed with reason	-Responds successfully to all parts of the prompt -States an opinion that demonstrates a complete understanding of topic/text -Mentions alternative opinion successfully	-Responds to all parts of the prompt -States an opinion that demonstrates an understanding of topic/text	-Responds to some parts of the prompt -Attempts an opinion that demonstrates limited understanding of topic/text	-Responds to no parts of the prompt and lacks opinion -Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: W – 1a, W – 1c, W – 1d, 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., because, therefore, since, for example)	-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 CCSS: RIT – 1, W – 1b	-Supports opinion skillfully with substantial, relevant, detailed, and distinct reasons -Provides detailed explanation/analysis of how evidence supports opinion -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes reference to additional sources	-Supports opinion with solid and distinct reasons -Provides clear explanation of how evidence support opinion -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes a clear connection to topic	-Supports opinion with adequate reasons -Provides some explanation of how evidence supports opinion -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	-Supports opinion with irrelevant, repetitive, or single reason -Provides little explanation of how evidence supports opinion -Refers to fewer sources than required or does not cite sources by title	-Unsupported opinion with no evidence -Does not refer to sources
Knowledge of Language and Conventions CCSS: 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 -Incorporates a variety of figurative language effectively (metaphor, simile, alliteration, hyperbole) -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 -Incorporates some figurative language effectively (metaphor, simile, alliteration, hyperbole)	-Uses correct sentence structures and attempts some variety -Demonstrates grade-level appropriate convention; errors are minor and do not obscure meaning -Uses mostly grade-level appropriate word choice - Attempts to incorporate figurative language with some success (metaphor, simile, alliteration, hyperbole)	-Uses some incorrect or incomplete sentence structure -Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with the meaning -Word choice is repetitious and simplistic - Attempts to incorporate figurative language (metaphor, simile, alliteration, hyperbole), but is unsuccessful	-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