CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
d. Provide a concluding statement or section.

Essential Skills:

3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- **Apply the prewriting and planning stages of the writing process to:**
  - Gather information on a specific topic.
  - Paraphrase when taking notes from sources.
  - Generate a point of view or opinion.
  - Brainstorm reasons that support the point of view or opinion.

- **Draft an introduction that:**
  - Establishes the focus with a topic sentence.
  - Orients the reader to the topic or text.
  - States a point of view or opinion.
  - Anticipates an organizational structure (e.g., one or more paragraphs, as appropriate).

3.1.b Provide reasons that support the opinion.

- **Differentiate among reasons, opinion(s), and facts.**
  - Organize reasons to best support an opinion (e.g., least to most important, most to least important).
  - Draft the body to support an opinion or point of view through effective organization of reasons.
  - Establish the focus of each paragraph with a topic sentence.

- Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance).

3.1.c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

- **Identify and explain relationships, including cause/effect, example.**
- **Apply academic vocabulary to express relationships correctly.**
- **Apply domain-specific vocabulary to clarify ideas.**

3.1.d Provide a concluding statement or section.

- **Draft a conclusion that paraphrases the opinion or point of view.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure a clear statement of opinion supported by a list of reasons.
    Choose words and phrases for effect.

  - **Edit to correct errors in:**
    The use of linking words and phrases.
    Regular and irregular plural nouns and regular and irregular verbs.
    Subject-verb and pronoun-antecedent agreement.
    Capitalization in titles.
    Conventional spelling of high-frequency words.

  - **Consult reference materials and spelling patterns and generalizations to check and correct spellings.**

- **Prepare the final product for presentation and/or publication:**
  - Using word processing technology.
  - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Standards for Writing: Grade 3

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
d. Provide a concluding statement or section.

Essential Skills:

3.2.a Introduce a topic and group related information together; include illustrations when useful to aid comprehension.

- **Apply the prewriting and planning stages of the writing process to:**
  - Gather information on a specific topic.
  - Paraphrase when taking notes from sources.
  - Group information by topic or idea.
  - Identify, select, and/or create supportive text features, as necessary.

- **Draft an introduction that:**
  - Establishes the focus with a topic sentence.
  - Orients the reader to the topic.
  - Presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate).
  - Includes supportive text features, as necessary.
  - Handles copyrighted material appropriately.

3.2.b Develop the topic with facts, definitions, and details.

- **Differentiate between a fact and an opinion.**
  - Differentiate between relevant and irrelevant information when researching a specific topic.
  - Draft the body to examine a topic with well-organized facts, definitions, and details.

3.2.c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

- **Organize information by categories and correctly link ideas.**
  - Apply academic vocabulary to express relationships correctly.
  - Apply domain-specific vocabulary to clarify ideas.

3.2.d Provide a concluding statement or section.

- **Draft a conclusion that paraphrases or draws inferences or conclusions from the information presented.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure a clear statement of the topic and clearly conveyed ideas & information.
    Choose words and phrases for effect.

  - **Edit to correct errors in:**
    The use of linking words and phrases.
    Regular and irregular plural nouns and regular and irregular verbs.
    Subject-verb and pronoun-antecedent agreement.
    Capitalization in titles.
    Conventional spelling of high-frequency words.
  - **Consult reference materials and spelling patterns and generalizations to check and correct spellings.**

- **Prepare the final product for presentation and/or publication:**
  - Using word processing technology.
  - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a sense of closure.

Essential Skills:

3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- **Apply the prewriting and planning stages of the writing process to:**
  - Select and narrow an event or situation.
  - Identify the characters and the problem.
  - Order the events by sequence.

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.

- **Draft the body using a plausible sequence of events and effective description of characters.**
  - Apply knowledge of characterization.
  - Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc).
  - Form and use comparative and superlative adjectives and adverbs.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.

3.3.c Use temporal words and phrases to signal event order.

- **Apply academic vocabulary to express chronological and sequential relationships correctly.**

3.3.d Provide a sense of closure.

- **Draft a conclusion that provides an ending to the narrative.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure that characters and events are clearly described.
    Ensure that the narrative is organized chronologically and has a clear beginning, middle, and end.
    Choose words and phrases for effect and for precision.
  - **Edit to correct errors in:**
    Temporal words and phrases.
    Formation and use of simple verb tenses.
    Subject-verb and pronoun-antecedent agreement.
    Punctuation of dialogue.
    Formation and use of possessives
    Conventional spelling of high-frequency words.
  - **Consult reference materials and spelling patterns and generalizations to check and correct spellings.**

- **Prepare the final product for presentation and/or publication:**
  - Using word processing technology.
  - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Essential Skills:

See CCSS W 3.1, 3.2, 3.3, 3.7; SL 3.1, 3.4, and 3.5 of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Skills:

See CCSS W 3.1, W 3.2, 3.3, 3.7; SL 3.1, 3.4, and 3.5 of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W 3.6: With guidance and support from adults, use technology to produce and publish writing.

Essential Skills:

See CCSS W 3.1, 3.3, 3.7, SL 3.1 and SL3. 5 of CCSC or specific application.

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W 3.7: Conduct short research projects that build knowledge about a topic.

Essential Skills:

- **Follow an inquiry process.**
- **Formulate questions.**
- **Locate, evaluate and select resources.**
- **Use safe practices when online.**
- **Find data and/or information within a variety of sources.**
- **Paraphrase when taking notes from sources.**
- **Choose format to present research.**
- **Share findings and/or conclusions.**
- **Cite a source (sources) as appropriate.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W 3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Essential Skills:

- **Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.).**
- **Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).**
- **Paraphrase when taking notes from sources.**
- **Evaluate and analyze the quality, accuracy, and sufficiency of notes.**
- **Sort evidence into specified categories.**
- **Synthesize information from within a source.**

Benchmarks:

NOTE: W 9 Begins in Grade 4

CLUSTER: RANGE OF WRITING

Anchor Standard 10: 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 3.10: 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 discipline-specific tasks, purposes, and audiences.

Essential Skills:

- **Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.**
- **Set personal goals and conference regularly with adults and peers to improve writing.**

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE
Anchor Standard 11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
W 3.11: Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
Essential Skills:
Benchmarks: