

E/LA Common Core Standards for Writing Grade 3

Text Type and Purposes – Anchor Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.					
<i>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i>					
<i>Provide reasons that support the opinion.</i>					
<i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i>					
<i>Provide a concluding statement or section.</i>					
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
<i>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i>					
<i>Develop the topic with facts, definitions, and details.</i>					
<i>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i>					
<i>Provide a concluding statement or section.</i>					

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Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
<i>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i>					
<i>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i>					
<i>Use temporal words and phrases to signal event order.</i>					
<i>Provide a sense of closure.</i>					

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Production and Distribution of Writing – Anchor Standards					
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
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.)					
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.					
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.					

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Research to Build and Present Knowledge – Anchor Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
W.3.7. Conduct short research projects that build knowledge about a topic.					
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.					
W.3.9. (Begins in grade 4)					

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.

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
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.					