

## Grade 3 • Claim 2 • Writing Targets

Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

**1a Write Brief Texts:** Write one or more paragraphs demonstrating specific **narrative** techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

DOK 3

**1b Revise Brief Texts:** Revise one or more paragraphs demonstrating specific **narrative** techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

DOK 2

#### Standards:

**W-3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**W-3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**W-3c** Use temporal words and phrases to signal event order.

**W-3d** Provide a sense of closure.

**2 Compose Full Texts:** Write full **narrative** texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

DOK 4

#### Standards:

**W-3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**W-3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**W-3c** Use temporal words and phrases to signal event order.

**W-3d** Provide a sense of closure.

**W-4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.

**W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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### Writing Targets

**3a Write Brief Texts:** Write one or more **informational/explanatory** paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

DOK 3

**3b Revise Brief Texts:** Revise one or more **informational/explanatory** paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies.

DOK 2

#### Standards:

**W-2a** Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension.

**W-2b** Develop the topic with facts, definitions, and details.

**W-2c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**W-2d** Provide a concluding statement or section.

**4 Compose Full Texts:** Write full **informational** texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate for coherence, or supporting details, or an appropriate conclusion.

DOK 4

#### Standards:

**W-2a** Introduce a topic clearly and group related information, including illustrations, when useful to aiding comprehension.

**W-2b** Develop the topic with facts, definitions, and details.

**W-2c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**W-2d** Provide a concluding statement or section.

**W-4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.

**W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**5 Use Text Features [Not assessed in summative CAT assessment]:** Use text features (illustrations) in informational texts to enhance meaning.

DOK 2

#### Standards:

**W-2a** Introduce a topic clearly and group related information, including illustrations, when useful to aiding comprehension.

## Grade 3 • Claim 2 • Writing Targets

Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

**6a Write Brief Texts:** Write one or more paragraphs demonstrating ability to state **opinions** about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 3

**6b Revise Brief Texts:** Revise one or more paragraphs demonstrating ability to state **opinions** about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 2

#### Standards:

**W-1a** Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists

**W-1b** Provide reasons that support the opinion.

**W-1c** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**W-1d** Provide a concluding statement or section.

**W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**7 Compose Full Texts:** Write full **opinion** pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.

DOK 4

#### Standards:

**W-1a** Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W-1b** Provide reasons that support the opinion.

**W-1c** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**W-1d** Provide a concluding statement or section.

**W-4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.

**W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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### Writing Targets

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**8 Language and Vocabulary Use:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

DOK 1, 2

**Standards:**

**L-3a** Choose words and phrases for effect.

**L-6** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**9 Edit:** Apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

DOK 1, 2

**Standards:**

**L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L-3** Recognize the differences between the conventions of spoken and written standard English.

**10 Technology [Not assessed in summative assessment]:** Use tools of technology to produce texts.

DOK 1

**Standards:**

**W-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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