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.

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## Writing Targets

<table>
<thead>
<tr>
<th>Writing Targets</th>
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<tbody>
<tr>
<td><strong>6a</strong> Write Brief Texts: Write one or more paragraphs demonstrating ability to state <strong>opinions</strong> about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</td>
</tr>
<tr>
<td><strong>DOK 3</strong></td>
</tr>
<tr>
<td><strong>6b</strong> Revise Brief Texts: Revise one or more paragraphs demonstrating ability to state <strong>opinions</strong> about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</td>
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<tr>
<td><strong>DOK 2</strong></td>
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### 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.

### Recall:

- **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

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.