**GRADE 3- Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard (1):**  Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | |
| **CCSS – Grade Specific Writing Standard 1: Text Types and Purposes** | | |
| **Grade 2:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | **Grade 3: 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.** | **Grade 4:** Write opinion pieces  on topics or texts, supporting a  point of view with reasons and  information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  d. Provide a concluding statement or section related to the opinion presented. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Persuasion and argument * Difference between relevant and irrelevant reasons/facts/   support/examples   * Opinion/position * Reason(s) * Evidence (e.g., examples, facts) * Primary sources * Secondary sources (e.g., UDLib/Search) * Effective introduction/hook (e.g., one that takes a clear position) * Logical order of supporting reasons (e.g., order of importance) * Linking/transition words and phrases * Awareness of audience * Organizational pattern (e.g., beginning, middle, end) * Format choices (e.g., letters [business and friendly], advertisements) * Effective conclusion (e.g., one that begins to move beyond summary and moves beyond *The End*) | * Good persuasive writers address the needs of the audience and build an argument to support a clear opinion/position. * Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | * Identify an issue in a topic or text * Agree or disagree with an issue * Develop an opinion/position * Use resources including teachers selected primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence. * differentiating between relevant and irrelevant reasons/evidence * including an appropriate variety of reasons/evidence * addressing the needs of the audience * prioritizing the reasons/evidence * Use/select an appropriate writing format * Organize writing with a beginning, middle and end * Write opinion pieces on topics or texts, supporting a point of view with reasons by * introducing a topic or text * stating an opinion * providing reasons that support the opinion * ordering reasons by importance * providing a conclusion/concluding statement or section * Using linking/transition words and phrases (e.g., for example, also) to connect opinions and reasons or show simple relationships |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 3)**  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. | | |

**GRADE 3- Text Types and Purposes**

**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing 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. | | |
| **CCSS – Grade Specific Writing Standard 2: Text Types and Purposes** | | |
| **Grade 2:** Write informative/  explanatory texts in which they  introduce and a topic, use facts  and definitions to develop  points, and provide, and  provide concluding  statement or section  . | **Grade 3:** 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. | **Grade 4:** Write informative/  explanatory texts to examine a  topic and convey ideas and  information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Informative/explanatory writing * Topic * Relevant information ( e.g., facts, definitions, details, personal experiences quotations, observations, interviews) * Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) * Formatting devices (e.g., headings) * Domain (content)-specific vocabulary * Primary sources * Secondary sources (e.g., UDLib/Search) * Effective introduction/hook (e.g., one that presents the topic) * Awareness of audience * Linking /Transition words, phrases, clauses (e.g., also, another, and, more, but) * Forms (e.g., letters to appropriate individuals/   organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)   * Closure/ending/conclusion/ concluding statement or section (e.g., one that moves beyond *The End*) | * Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. * Good authors use informative/explanatory writing to communicate information related to real-world tasks. * Good authors use model/example texts to guide them as they compose informative/expository texts. * Good readers and writers write to make meaning of what they read. | * Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment * Analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples * differentiating between relevant and irrelevant information * addressing the needs of the audience * generating new ideas and/or perspectives * avoiding plagiarism * selecting an organizational pattern appropriate for the topic and purpose * Select an appropriate writing form * Write informative/   explanatory texts to examine a topic and convey ideas and information clearly by   * engaging the reader with an introduction/hook that presents the topic * introducing the topic * grouping related information together * addressing the needs of the audience * developing topic with facts, definitions and details * using linking words and phrases to connect ideas within categories of information * using illustrations to aid comprehension when appropriate * providing a concluding statement or section |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 3)**  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. | | |

**GRADE 3- Text Types and Purposes**

**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard (3):**  Write narratives to develop real or imagined experiences or events using effective technique, well-  chosen details, and well-structured event sequences. | | |
| **CCSS – Grade Specific Writing Standard 3: Text Types and Purposes** | | |
| **Grade 2:** Write narratives in  which they recount a well-  elaborated event or short  sequence of events, include  details to describe actions,  thoughts, and feelings, use  temporal words to signal event  order, and provide a sense of  closure. | **Grade 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.** | **Grade 4:** Write narratives to  develop real or imagined  experiences or events using  effective technique, descriptive  details, and clear event  sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. |

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| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Narrative writing * Topic * Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) * Characters * Narrator * Character responses to situations * Dialogue * Elaboration * Awareness of audience * Relevant details/examples (e.g., actions, thoughts, feelings) * Difference between relevant and irrelevant details * Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) * Reaction/response (e.g., Why was the event important? How did the event make you feel?) * Organizational pattern(s) (e.g., chronological, reflective, flashback) * Temporal/time order words (e.g., first, next, then) * Order of events (e.g., beginning, middle, end) * Closure/ending/conclusion * Forms (e.g., fictional stories, journals, poems, memoirs) | * Good authors use narrative elements (e.g., sensory images) to tell about events and reflect upon those events. * Good authors use model/example texts to guide them as they compose their own narrative pieces. * Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. * Good authors use sensory images to describe feelings, events, and/or characters. | * Select/identify real or imagined experienced experiences or event(s) to tell about * Select/identify specific details to elaborate about an event(s) and characters * addressing the needs of the audience * selecting an organizational pattern appropriate for the topic and purpose * Select an appropriate writing form * Write narratives to develop real OR imagined experiences or events using   effective technique,  descriptive details, and  clear event sequences by   * establishing a situation and introducing a narrator and/or characters; * organizing an event sequence that unfolds naturally * using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations * using temporal words and phrases to signal event order * providing a sense of closure |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 3)**  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. | | |