# Grade 3 • Claim 2 • Writing Targets

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

## Writing Targets

1. **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**

2. **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.

3. **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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| **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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<td><strong>6a Write Brief Texts:</strong> 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>
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<td><strong>6b Revise Brief Texts:</strong> 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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**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-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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| **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. |