

Grade: 3	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p>W1</p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons.</u></p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons.</u> Provide reasons that support the opinion. Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	<p>Written Expression:</p> <p>Development of Ideas</p> <ul style="list-style-type: none"> The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose. <p>Organization</p> <ul style="list-style-type: none"> The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion. <p>Clarity of Language</p> <ul style="list-style-type: none"> The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
<p>W2</p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly.</u></p> <ol style="list-style-type: none"> Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension.</u> <u>Develop the topic with</u> facts, definitions, and <u>details.</u> <u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u> Provide a concluding statement or section. 	
<p>W3</p> <p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u></p> <ol style="list-style-type: none"> <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> <u>Use dialogue and descriptions</u> of actions, thoughts, and feelings <u>to develop experiences and events or show the response of characters to situations.</u> Use temporal words <u>and phrases</u> to signal event order. Provide a sense of closure. 	

¹ Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

W4	<p><u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning, revising, and editing.</u> (<u>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.</u>)</p>	
W6	<p>With guidance and support from adults, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as <u>to interact and</u> collaborate with others.</p>	
W7	<p><u>Conduct short</u> research projects <u>that build knowledge about a topic.</u></p>	
W8	<p>Recall information from experiences or gather information from <u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	
W9	<p>(Begins in grade 4)</p>	
W10	<p><u>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.</u></p>	