



1.) Apply a writing process to develop a text for an audience and purpose.

Standard Code	Standard	Top Score Writing Lessons
A	Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience	Lessons 3-5, 26-27, 48-49, 78-79, 98
B	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience	Lessons 6-9, 12-17, 28-38, 50-60, 65-76, 81-85, 87-88
C	Reread, revise, and edit drafts with assistance from adults/peers to: a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	Lessons 11, 19, 21, 40-41, 43, 62-63, 86, 90, 92



D	With assistance from adults/peers: a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others	Teacher-directed
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2.) Compose well-developed writing texts for an audience and purpose.

Standard Code	Standard	Top Score Writing Lessons
A	Write opinion texts that:	
	a. introduce a topic or text being studied, using connected sentences	Lessons 50-51
	b. state an opinion or establish a position and provide reasons for the opinion/position	Lessons 52-55, 57, 59, 71-74, 76
	c. use specific and accurate words that are related to the topic, audience, and purpose	Lessons 52-55, 57, 59, 71-74, 76
	d. contain information using student's original language, except when using direct quotations from a source	Lesson 74
	e. reference the name of the author(s) or name of the source used for details or facts included in the text	Lesson 55
	f. use transitions to connect opinion and reason	Lessons 60, 95
	g. provide clear evidence of a beginning, middle, and concluding statement or paragraph	Lessons 50-51, 56, 58
B	Write informative/explanatory texts that:	
	a. introduce a topic or text being studied	Lessons 28-29
	b. develop the topic with simple facts, definitions, details, and explanations	Lessons 30-33, 35, 37

Writing Standards

GRADE 3



	c. use specific, relevant words that are related to the topic, audience, and purpose	Lessons 30-33, 35, 37
	d. use the student's original language except when quoting from a source	Lesson 68
	e. use transition words to connect ideas within categories of information	Lessons 38, 95
	f. create a concluding statement or paragraph	Lessons 34, 36
C	Write fiction or non-fiction narratives and poems that:	
	a. establish a setting and situation/topic and introduce a narrator and/or characters	Lessons 80-81
	b. use narrative techniques, such as dialogue and descriptions	Lessons 82, 87, 88
	c. establish and organize an event sequence to establish a beginning/middle/end	Lessons 78-83
	d. use transition words and phrases to signal event order	Lesson 85
	e. use specific and relevant words that are related to the topic, audience, and purpose	Lessons 79-88

3.) Gather, analyze, evaluate, and use information from a variety of sources.

Standard Code	Standard	Top Score Writing Lessons
A	Apply research process to:	Lessons 3-5, 24-27, 46-49
	a. generate a list of subject-appropriate topic	
	b. create an individual question about a topic	
	c. decide what sources of information might be relevant to answer these questions	
	d. locate information in reference texts, electronic resources, interviews or visual sources, and literary and informational texts	

Writing Standards

GRADE 3



	e. determine the accuracy and relevance of the information related to a selected question	Lessons 26-27, 48-49
	f. take simple notes in own words and sort evidence into provided categories or organizer	Lessons 26-27, 48-49
	g. use quotation marks to denote direct quotations when recording specific words and sentences from a source	Lessons 66, 72
	h. create a resource page from notes	N/A
	i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria	Lessons 29-36, 50-58, 65-67, 71-73