

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

<p>W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p><u>Essential Understanding from the Standard</u></p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Dialogue* • Informative/Explanatory Writing* • Opinion • Point of view • Perspective • Topic • Introduction • Organizational structure • Structure • Reason • Linking words • Concluding statement
<p><u>CCR Anchor Standard:</u></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		

Content Elaborations

Student writers use writing as a tool for thinking through issues, solving problems, stating and supporting their opinions, investigating questions, conveying and critiquing information, and expressing real or imagined experiences. The best writers understand the connection between reading and writing and benefit from print-rich environments in which a variety of text types are evident. Learning and practicing a variety of writing structures encourages critical thinking and fosters the understanding that writing is a process as well as a product. The purpose of opinion writing is to defend a position on a particular subject with the goal of persuading readers to accept or at least consider a position.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce more elaborative writing that reflects a deep, conceptual understanding of the craft of varying writing genres and their characteristics. This includes the process of developing a topic with an introduction focused on a controlling idea, elaborating on their ideas in organized paragraphs with evidence, and a concluding paragraph.

Question Ideas

- How did you introduce your topic?
- Who is your audience?
- What is your purpose for writing this piece?
- Did you state your opinion?
- What reasons most strongly support your opinion?
- Is your writing organized in a way that makes sense to the reader?
- What linking words could you use to help the reader follow your thinking?
- Does your conclusion sum up or restate your opinion or purpose?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing. Examples of Grades K-3 Argument (Opinion) writings with annotations can be found on pages 7 and 16-17.

Ohio's Model Curriculum Instructional Supports

Strategies: Opinion-driven Text/Beginning the Writing Process

Inform your students that they will be learning how to write their opinions. Ask them to share if they know/understand what the word "opinion" means. After a brief discussion, spend some time immersing your students in texts that deliver opinions and let them develop their own understandings about the texts. You could choose to read one aloud or divide the class into small groups and give each group a text to read together. Gather your students and record their observations; then, lead a discussion. A list of suggested texts is below in Resources section.

**This would fit into the Social Emotional Standard of Awareness and Expression of Emotions*

Resources: Opinion Writing Process

[Great Schools](#) provides a parent friendly explanation of what parents can expect as their children engage in opinion writing as third graders.

W.2.1 (Prior Grade Standard)

Write opinion pieces that introduce the topic or book being written about, express 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.

W.4.1 (Future Grade Standard)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

<p>W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>Essential Understanding From the Standard</u></p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed. 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. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Informative/Explanatory Writing* • Topic • Informative/Explanatory writing • Examples • Definitions • Details • Linking words • Concluding statement • Explain
<p><u>CCR Anchor Standard:</u></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		

Content Elaborations

The best writers understand the connection between reading and writing and benefit from print-rich environments in which a variety of text types are evident.

The primary purpose of informative/explanatory writing is to increase and present knowledge. When third graders write an informative/explanatory piece, they answer questions of *what*, *why*, or *how*. Unlike other types of writing, informative writing does not aim to change the reader's thinking or move the reader to take action.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce more elaborative writing that reflects a deep, conceptual understanding of the craft of varying writing genres and their characteristics. This includes the process of developing a topic with an introduction focused on a controlling idea, elaborating on their ideas in organized paragraphs with evidence, and a concluding paragraph.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none">• What is your topic?• How will you introduce the topic to the reader?• Are you writing to inform or explain?• What facts, definitions, and details will you include? | <ul style="list-style-type: none">• What illustrations can you include to help the reader understand the topic?• What words will you use to connect your ideas?
What is a logical way to conclude your writing? |
|--|--|

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. The *sample Informative/Explanatory Pieces: "Horses"* on pages 19-22 demonstrates at least the level of quality required to meet the Writing Standards for 3rd grade.

Ohio's Model Curriculum Instructional Supports

Strategies: Informational Text Features

In order for students to successfully convey their understanding, often they can use informational text features to enhance their writing. This [Text Features Chart](#) from Dade schools Division of Language Arts/Reading (Copyright ©January 2011 R. Calvert) provides a variety of possible text features that could be included in their informational or explanatory writing.
**This would fit into the Social Emotional Standard of Self Competence.*

Resources: Informative/Explanatory Writing Unit

MAISA Michigan Association for Intermediate School Administrators outlines a possible process for writing an informative or explanatory text in their [5-week unit on informational writing](#). The tools provided in this unit could be used to facilitate the interest brainstorm above.
**This would fit into the Social Emotional Standard of Self Competence. *This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

W.2.2 (Prior Grade Standard)

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.4.2 (Future Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCR Anchor Standard:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Understanding from the Standard

- 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.

Academic Vocabulary

- **Dialogue***
- Narrator
- Sequence
- Character
- Setting
- Problem
- Events
- Event sequence
- Details
- Descriptive words
- Dialogue*
- Experience
- Temporal words
- Concluding statement

Content Elaborations

The purpose of narrative writing is to tell a story. When third graders write a narrative piece, they do not simply retell an event or experience. Students need to have a clear reason for telling a particular story. A narrative can also be a fictional story. Whether the story is fact or fiction, the ultimate purpose of narrative writing is to relay a series of events in a way that captivates readers and engages them emotionally.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce more elaborative writing that reflects a deep, conceptual understanding of the craft of varying writing genres and their characteristics. This includes the process of developing a topic with an introduction focused on a controlling idea, elaborating on their ideas in organized paragraphs with evidence, and a concluding paragraph.

Question Ideas

- Who is your story about?
- Where does your story take place?
- Are the events in the story in a logical sequence?
- How will you use dialogue to develop the plot and the characters?
- What problems will the characters face in the story?
- How will the characters respond to the problem?
- Where can you add more descriptive words and information to make your story more exciting?
- What events will lead up to your conclusion?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing. The *sample Narrative Piece: "When My Puppys Ranaway"* on pages 23-25 demonstrates at least the level of quality required to meet the Writing Standards for 3rd grade.

Ohio's Model Curriculum Instructional Supports

Strategies: Brainstorm BME (Beginning, Middle, End)

This strategy teaches students that informational note taking and ultimately writing should be systematically written and often put in chronological or sensible order. Use a nonfiction topic students are currently studying in class. Provide students with a [Beginning, Middle, End graphic organizer](#). As a class, have students brainstorm all of the important information they know about the topic. Write in the brainstorming section all the information that will be included in the essay. Next, read each item on the brainstorming list and determine with students where the item will go in the paper: the beginning, middle, or end. Model this for students by using arrows to show where each piece of information belongs – the beginning, middle, or end. Use the sorted information to create a shared essay.

**This would fit into the Social Emotional Standard of Self Competence.*

Resources: Student Writing Samples

Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix C provides [grade-level student writing samples](#). The Grade 3, Informative/Explanatory samples are found on pages 19-22. The Grade 3, Narrative samples are found on pages 23-25.

W.2.3 (Prior Grade Standard)

Write narratives to 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.

W.4.3 (Future Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCR Anchor Standard:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Understanding

- Produce writing that is clear and understandable to the reader.
- Reflect the task and purpose in the organization and development of a topic.
- Know how to write in a sequential manner.
- Understand why you are writing.
- Understand for whom you are writing.
- Understand how the writing moves from beginning to end, or from introduction to conclusion.

Academic Vocabulary

- Organization
- Purpose
- Task
- Audience
- Entertain
- Inform

Content Elaborations

The big idea of the Production and Distribution of Writing is that writers use the writing process to produce a clear and coherent message. As a part of the process, student writers learn that revision occurs over time and that not all writing will lead to a finished product. Student writers benefit from targeted instruction that focuses on their specific needs in the form of mini lessons and whole class instruction. They understand collaboration with peers and adults, through planning, revising and editing, enhances the writing process and product.

Next Grade Level Progression Statement

In the next grade level, students are expected to continue development of writing styles that reflect a full range of the writing process and an authentic, independent, or collaborative use of technology to enhance and extend that writing. This should include the stages of planning, drafting, revising, editing, and publishing. Students will determine a writing genre for a specific task, purpose, and audience.

Question Ideas

- What is the purpose for writing this piece?
 - How will you persuade your audience?
 - Why are you writing this piece?
 - Who will be reading your writing?
 - Who is your audience?
 - How will you organize your writing?
- What information will you need to add to help your reader understand?
 - Where can you add more information to help the reader understand?
 - Are there any events, or details, you need to add so that your writing is organized well?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Playing at Revision

To help students understand how to revise, give them fun things to add to their existing writing. For example, ask every student to add five sensory details to what they have already written. As an alternative, have students revise a piece of writing from a book they are currently reading by adding dialogue or visual images. **This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

Resources: Peer Editing

The lesson plan, "[Peer Edit with Perfection: Effective Strategies](#)," by Sarah Dennis-Shaw, provides step-by-step practice for peer editing.

W.2.4 (Prior Grade Standard)

Begins in grade 3

W.4.4 (Future Grade Standard)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCR Anchor Standard:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Understanding

- Organize thoughts and ideas.
- Use brainstorming, webs, clusters to help generate ideas before writing.
- Seek guidance from peers to help add language and ideas to writing.
- Ask adults for help in revising or editing.
- Understand and use grammar and spelling conventions.
- Edit for word usage and word choice to help strengthen details.
- Revise sentences and/or paragraphs for clarity.

Academic Vocabulary

- **Edit***
- **Publish***
- **Revise***
- Task
- Plan
- Purpose
- Develop

Content Elaborations

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change, facilitate understanding, or clarify ideas. The stages of these processes are enhanced with collaboration and technology. Students need a working understanding of how to communicate using varied formats.

Next Grade Level Progression Statement

In the next grade level, students are expected to continue development of writing styles that reflect a full range of the writing process and an authentic, independent, or collaborative use of technology to enhance and extend that writing. This should include the stages of planning, drafting, revising, editing, and publishing. Students will determine a writing genre for a specific task, purpose, and audience.

Question Ideas

- What will you use to help you organize your ideas?
- Can you create a graphic organizer/thinking maps to help you sequence your ideas and events?
- Can you share with your partner what you plan to write?
- Does your partner have ideas that you can use?
- Have you completed your first draft?
- Can you re-write this so that the ideas/details are clearer?
- Is there a better way you could write your beginning?
- What is your topic sentence?

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Ohio's Model Curriculum Instructional Supports

Strategies: Be Patient, Go Slow

This strategy is helpful for students that jump too quickly from one idea to the next and need to add more details. Help students get down all the details on paper by playing back the memory in their minds as they write. Tell students that slowing down a memory can help to get more detail into their writing. Have students practice slowing down their eyes to notice all of what is around them; slowing down their heart to really feel; slowing down their mind to pay attention to their thoughts. Prompt students with questions and statements, which may include the following:

- It seems like this part jumps through time.
- Go back and slow down. Really replay the memory.
- Try to get in all the details you can. What else can you add?
- I see, in this part, you went slow and included all the details you remember. This will help your reader to picture it, too.

Resources: Peer Editing

Peer Editing The lesson plan, "[Peer Edit with Perfection: Effective Strategies](#)," by Sarah Dennis-Shaw, provides step-by-step practice for peer editing.

W.2.5 (Prior Grade Standard)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.4.5 (Future Grade Standard)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

W.3.6

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.

CCR Anchor Standard:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with other.

Essential Understanding

- Develop strategies with peers and adults to use digital tools.
- Use technology for producing and publishing writing and collaborate with peers.
- Use keyboarding skills to publish their writing.
- Know and use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check.
- Use programs such as: Word, PowerPoint, and Publisher.
- Know and use print commands.
- Know how to work together.

Academic Vocabulary

- **Publish***
- Keyboarding
- Collaborate
- Digital
- PowerPoint
- Google
- Spellcheck
- Search Engine

Content Elaborations

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change, facilitate understanding, or clarify ideas. The stages of these processes are enhanced with collaboration and technology. Students need a working understanding of how to communicate using varied formats

Next Grade Level Progression Statement

In the next grade level, students are expected to continue development of writing styles that reflect a full range of the writing process and an authentic, independent, or collaborative use of technology to enhance and extend that writing. This should include the stages of planning, drafting, revising, editing, and publishing. Students will determine a writing genre for a specific task, purpose, and audience.

Question Ideas

- Have you and your group decided what you will write about?
- How will you divide the work so that you all contribute to the project?
- Where will you save your work until you are ready to print?
- What program will you use to publish your work?
- Word? PowerPoint? etc.
- What online resources can you use to help write your paper?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: Online Tools

ReadWriteThink.org shares twelve online tools that students can use to publish writing, whether it is an essay, story, or letter. Some publications can be completed in one sitting, while others help students build writing stamina with writing over extended periods of time.

Resources: Writing Strategies Texts

The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers by Jennifer Serravallo. This professional resource provides 300 of the most effective strategies to share with writers.

W.2.6 (Prior Grade Standard)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.4.6 (Future Grade Standard)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

<p>W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Locate information from print and digital sources. • Integrate information from their own experiences. • Take notes and organize their information into categories provided by the teacher. • Know how to select a topic that can be researched. • Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases. • Understand how to use keywords for searching a topic. • Understand how to summarize information. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Print • Digital • Notes • Research • Analyze • Reflect • Citation Page • Bibliography
<p><u>CCR Anchor Standard:</u></p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		

Content Elaborations

The big idea of **Research to Build and Present Knowledge** is that writers understand the research process is about asking questions and searching for answers in reliable and appropriate sources that may be presented in a variety of media. Students need to have an understanding that all resources may not be reliable. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection, and research.

Next Grade Level Progression Statement

In the next grade level, students are expected to use the skills of paraphrasing relevant information to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Question Ideas

- What is the topic of your report?
 - Can you narrow your topic?
 - What sources will you use to find information?
 - What key words can you use to find your topic online?
 - Where can you go to find more information?
- How will you give your sources credit?
 - What is the page called where you will list your sources?
 - Explain how you organized your information.
 - Why did you organize your information in this way?

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Ohio's Model Curriculum Instructional Supports

Strategies: Using a Graphic Organizer to Organize Information for Research

Provide students with a graphic organizer that lists a research topic at the top and contains 2-3 columns listing categories within that topic. (i.e., topic: *giant pandas*; categories: *physical characteristics, habitat, diet, behaviors*) Students then gather information from books, magazines, reliable online sources, and experts and write their information under the correct categories on their graphic organizer. Students can then use their graphic organizer to write a draft of their research paper.

**This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

Resources: Inquiry Charts

NCTE ReadWriteThink.org website provides a [lesson plan on using Inquiry Charts](#) to begin exploring a topic. The I-chart provides a grid framework to record evidence on a topic from multiple sources and includes a summary row.

W.2.7 (Prior Grade Standard)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.4.7 (Future Grade Standard)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCR Anchor Standard:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

Essential Understanding

- Gather information from a variety of resources.
- Using their own background knowledge to answer research questions and take notes.
- Know how to choose online sources and how to select the information they need from each source.
- Know how to link the new information they learn online with offline sources.

Academic Vocabulary

- Digital
- Notes
- Evidence

Content Elaborations

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential. Students should be given ample opportunity in a print-rich environment for discovery and research that is both independent and collaborative. The research process should be modeled and practiced extensively.

Next Grade Level Progression Statement

In the next grade level, students are expected to use the skills of paraphrasing relevant information to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Question Ideas

- What sources did you use to find your information?
- What sources did you find on an internet search?
- What sources did you find in a library search?
- How can you paraphrase this sentence?
- Can you write this sentence using your own words?
- Is this information important to your research?
- How can you organize your information to help group your ideas?

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Ohio's Model Curriculum Instructional Supports

Strategies: Notetaker

Taking notes allows students to focus their information about a topic and organize their thoughts. When you are introducing a new topic, model using this tool to develop an online outline of information you have read or researched as a class. As you use this tool with the class, model how to organize, revise, and develop a plan for an informational writing piece. After modeling using [Notetaker](#) as a class and ensuring students have an understanding of how to use all of the features, allow students to use this tool as they research information about a topic.

*This strategy aligns with educational technology.

Resources: Using Graphic Organizers for Writing

INFOhio Research 4 Success ([6 modules](#) that are geared for upper grades but can be accessed as a resource for teachers and can be adapted for younger grades). It lays out the steps in the process of writing a research paper. INFOhio is free for teachers and students in Ohio. Access is automatic within the schools and user names and passwords can be obtained for at-home use.

W.2.8 (Prior Grade Standard)

Recall information from experiences or gather information from provided sources to answer a question.

W.4.8 (Future Grade Standard)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 3

W.3.10

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.

CCR Anchor Standard:

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 tasks, purposes, and audiences.

Essential Understanding

- Produce numerous pieces of writing over various time frames to develop skills in research.
- Allow time for reflection and revision.
- Know when to use a formal or informal register for writing.
- Be able to organize thoughts quickly.
- Organize thoughts to focus on a topic.
- Recognize the purpose for writing
- Know how to research a topic using various sources.
- Know how to conclude different types of writings.

Academic Vocabulary

- Audience*
- Revise*
- Edit*
- Purpose
- Organize
- Research
- Proofreading
- Checklist

Content Elaborations

Students learn that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They build knowledge of a subject through research projects and respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next Grade Level Progression Statement

In the next grade level, students are expected to 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 tasks, purposes and audiences.

Question Ideas

- You will have _____ minutes to write about _____.
 - What will you do to plan your writing?
 - Use your proofreading checklist when you are editing and revision.
 - Re-read your writing, or ask a partner to read it to see if there are additions you need to make.
- As you plan your paper, think about who your audience is and why you are writing.
 - How is writing a report different from writing a narrative? As you plan your paper, think about who your audience is and why you are writing.

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Ohio's Model Curriculum Instructional Supports

Strategies: Journaling

To introduce journal writing, allow students to decorate their journals, personalizing them with illustrations, stickers, and pictures. Remind students to write the date for each journal entry so they have a record of when they wrote and to also document their growth and progression as writers. Provide meaningful journal prompts that address topics students are learning about in Science and Social Studies class, current news events, classroom social issues, etc. Journal writing can also be used to as a pre- or post-assessment. You can pre-assess your students' background knowledge by providing students with a writing prompt that addresses the topic before teaching it. During and after instruction of the topic, check for student understanding by asking students to write about what they have learned thus far.

Resources: Ideas for Teaching Writing

The National Writing Project offers [30 Ideas for Teaching Writing](#). Several of these strategies align with Social Emotional Standards too and can be a vehicle to strengthen bonds between students in the classroom or to process and share personal experiences. This is excellent if a teacher is struggling with how to begin teaching writing, or is stuck in a rut and wants some proven strategies to try.

W.2.10 (Prior Grade Standard)

Begins in grade 3

W.4.10 (Future Grade Standard)

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.