



California Common Core Writing Standards and Anchor Papers

From original documents on California Department of Education website cde.ca.gov, in Appendix C of the Common Core Standards for English Language Arts.

Grade 3

These documents are also available on our website www.knoxeducation.com along with student standards checklists and 11x17 posters, as well as teaching units, mini lessons, tools, and resources.



Writing Standards for Grade 3

WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes		
<input type="checkbox"/>	3W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<input type="checkbox"/>	3W 1a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<input type="checkbox"/>	3W 1b.	Provide reasons that support the opinion.
<input type="checkbox"/>	3W 1c.	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
<input type="checkbox"/>	3W 1d.	Provide a concluding statement or section.

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes		
<input type="checkbox"/>	3W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<input type="checkbox"/>	3W 2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
<input type="checkbox"/>	3W 2b.	Develop the topic with facts, definitions, and details.
<input type="checkbox"/>	3W 2c.	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
<input type="checkbox"/>	3W 2d.	Provide a concluding statement or section

Narrative



WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes		
<input type="checkbox"/>	3W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<input type="checkbox"/>	3W 3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<input type="checkbox"/>	3W 3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<input type="checkbox"/>	3W 3c.	Use temporal words and phrases to signal event order.
<input type="checkbox"/>	3W 3d.	Provide a sense of closure.

Opinion/Argument



Informative/Explanatory



Narrative



WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard
Production and Distribution of Writing		
<input type="checkbox"/>	3W 4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<input type="checkbox"/>	3W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>Editing from conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.</u>
<input type="checkbox"/>	3W 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.
Research to Build and Present Knowledge		
<input type="checkbox"/>	3W 7.	Conduct short research projects that build knowledge about a topic.
<input type="checkbox"/>	3W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<input type="checkbox"/>	3W 9.	(Begins in grade 4)
Range of Writing		
<input type="checkbox"/>	3W 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.

Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

Acknowledgment

The Standards work group would like to express its appreciation to teachers and students at Monte Vista High School in California and the Randolph Technical Career Center in Vermont; other colleagues in California, Massachusetts, and Washington state; and ACT, Inc., and the *Concord Review*, who helped find and obtain permission for several of the samples included in the set. The group also would like to express its appreciation to the New Standards Project and to the International Reading Association, which allowed the use of several samples from their publications, and to the other student writers who granted permission to reproduce their work here.

Student Sample: Grade 3, Informative/Explanatory

This informative report is a process piece that was produced in class.

Horses by Gwen



Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare(the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it's own. In about less than a minute the foal tries to get up and walk on it's own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so the will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.

The Fastest Horse

The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!

Annotation

The writer of this piece

- **introduces a topic.**
 - *I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.*
- **creates an organizational structure (using headers) that groups related information together.**
 - *Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries*
- **develops the topic with facts and details.**
 - *Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.*
 - *A horse can walk, trot, canter, and gallop.*
 - *They [horses] live about 12 to 14 years.*
 - *The most dangerous horse is the Percheron.*
- **uses linking words and phrases to connect ideas within categories of information.**
 - *I like Morgans **because** they have a beautiful reddish-brown coat.*
 - ***When** a foal is ready to be born, the mare (the mother horse) lies down.*

- *The first horses were no bigger than a fox **and** looked like a donkey.*
 - *Most horses live on farms or ranches, **but** some horses are wild.*
- **provides a concluding section.**
 - *I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!*
- **demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 3, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

When my Puppies Ran away
 ONE night when the air was warm, my puppies were sleeping on the back porch. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep.
 I went into the living room. I saw my mom getting ready to walk out the door. I asked "where are you going?" "Just for a drive," she replied. She had a worried expression on her face.
 I knew something was wrong. I thought maybe if I went outside and played with my puppies, I would forget about mom's worried expression and go to sleep.
 When I opened the back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.
 Now I knew something was wrong. I went and woke up my dad, he said mom got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I remembered about that.

night because I fall asleep.
 The next day I still worried.
 I worried all through school.
 When I got home from me
 and my mom made a snack for
 sisters.
 I asked my mom, "So were are
 the puppies?" Her eyes started to
 fill with tears as she answered
 my question with 3 words, "I don't
 know," she burst into tears. So did I.
 She hugged me. If we never find
 them I am sure they will have
 a good home.
 I went outside and sat in moms
 rocking chair. I cried some more.
 Mom came out I got up. She
 sat down and motioned me by waving
 her hand to come and sit on her lap.
 I went over and cried on her
 shoulder.
 After dinner that night we went
 looking for them, we couldn't find them
 at all.
 My dad after work each day went
 to the pound to see if they had
 picked them up. They didn't at all.
 I've got over them leaving because
 mom says we can get 2 new puppies
 very soon.

Annotation

The writer of this piece

- **establishes a situation and introduces the narrator.**
 - *ONE* night when the air was warm, my puppies were sleeping on the back porch. . . . I turned out my lamp. I wouldn't go to sleep. . . . I saw my mom getting ready to walk out the door. . . . She had a worried expression on her face. I knew something was wrong.
- **organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order.**
 - **When** I opened The back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called, they **still** didn't come. **Now** I knew something was wrong.

- **uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**
 - *I asked "where are you going"? "Just for a drive" she replied. She had a worried expression on her face.*
 - *I knew something was wrong.*
 - *I went to my room and cried.*
 - *The next day I still worried. I worried all through school.*
 - *Her eyes started to fill with tears as she answered my question with 3 words, "I don't know," she burst into tears. So did I. She hugged me.*
 - *I went outside and sat in moms rocking chair. I cried some more.*
 - *I've got over them leaving because mom says we can get 2 new puppies very soon.*
- **provides a sense of closure.**
 - *I've got over them leaving because mom says we can get 2 new puppies very soon.*
- **demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**