What am I REALLY grading on the report card?

Third Grade CCLS

**Writing**

*Text Types and Purposes*

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

 a. Introduce the topic or text they are writing about, state an opinion, and

 create an organizational structure that lists reasons.

 b. Provide reasons that support the opinion.

 c. Use linking words and phrases (e.g. *because, therefore, since, for example*)

 to connect opinion and reasons.

 d. Provide a concluding statement or section.

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

 a. Introduce a topic and group related information together; include

 illustrations when useful to aiding comprehension.

 b. Develop the topic with facts, definitions, and detail.

 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.

* Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and descriptions of actions, thoughts, and feelings to

 use develop experiences and events or show the response of

 characters to situations.

1. Use temporal words and phrases to signal event order.
2. Provide a sense of closure.

*Production and Distribution of Writing*

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

* Conduct short research projects that build knowledge about a topic.
* Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

*Range of Writing*

* 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.

*Responding to Literature*

* Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class.