



3rd Grade Writing Pathways to Proficiency (ELA) Standards and Achievement Level Descriptors (ALD)

This document aligns the Oregon English Language Arts (ELA) learning targets with corresponding Oregon Writing ELA Standards. The document serves as a guide in understanding the different levels of proficiency as aligned to these learning targets. Educators can use this document as a tool in making connections between the ELA Writing Standards and the different resources available: Evidence Statements, Achievement Level Descriptors and Progressions, and Statewide Interim Assessment Resources to support instruction.

STANDARDS: Although the Writing Standards are divided into multiple writing purposes the processes of communication are closely connected to other standard categories, as reflected throughout this document.

<p>Opinion/Argumentative: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Informational/Expository: 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>	<p>Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
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- While the Standards delineate specific expectations in writing, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task in combination of other ELA category standards and other content areas.
- Additionally, this document includes the writing process connections in **research/inquiry** to investigate topics, and to analyze, integrate, and present information.

LEARNING TARGETS: Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

EVIDENCE STATEMENTS: Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS: Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

INTERIM ASSESSMENT RESOURCES: A description of the statewide interim assessment resources connected to the identified learning target.

WRITING - Students can produce effective writing for a range of purposes and audiences.

COMPOSE FULL TEXTS – OPINION

LEARNING TARGET	STANDARDS
Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.	<p>3.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.1a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.1b - Provide reasons that support the opinion.</p> <p>3.W.1c - Use linking words and phrases to connect opinion and reasons.</p> <p>3.W.1d - Provide a concluding statement or section</p> <p>3.W.4 - With guidance and support, 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 above.)</p> <p>3.W.5 - With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.W.6 - With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.10 - With scaffolding, guidance, and support, 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.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS OPINION

The student will write and revise full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.

(Organization) The student will use information provided in a stimulus to organize opinion text by

- 1. providing an opening that states an opinion about a topic*
- 2. providing an opening that establishes a context*
- 3. organizing supporting reasons*
- 4. using transition words and phrases to connect opinions to reasons*
- 5. including an appropriate conclusion*

(Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by

1. developing the opinion with supporting evidence/reasons (from notes provided)

ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS OPINION

- Students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can write and revise simple opinion pieces, in which there may be a poorly stated opinion about a topic or source, little attention to purpose and audience, few organized ideas, little statement of a context and focus, loose structures and transitional strategies for coherence, few supporting reasons, and an underdeveloped conclusion.	Students should be able to provide partial evidence that they can write and revise full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.	Students should be able to provide adequate evidence that they can write and revise full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.	Students should be able to provide thorough evidence that they can write and revise full, complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, effectively organize ideas by stating a well-developed context and focus, include complex structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate, strong conclusion.

INTERIM ASSESSMENT RESOURCES:

<p>Interim Assessment Block:</p> <ul style="list-style-type: none"> • IAB: Brief Writes • IAB: Revision • FIAB: Write and Revise Opinion Text 	<p>Sample Items:</p> <p>Write and Revise Opinion Brief Writes Sample Items; Compose Opinion Full Texts Sample Items</p>	<p>Tools for Teachers:</p> <p>Brief Writes; Write and Revise Opinion; Revisions; Language and Vocabulary Use; Editing; Compose Full Opinion Texts (PT)</p>
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WRITING - Students can produce effective writing for a range of purposes and audiences.

COMPOSE FULL TEXTS – INFORMATIONAL

LEARNING TARGET	STANDARDS
Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	<p>3.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.W.2a - Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.</p> <p>3.W.2b - Develop the topic with facts, definitions, and details.</p> <p>3.W.2c - Use linking words and phrases to connect ideas within categories of information.</p> <p>3.W.2d - Provide a concluding statement or section.</p> <p>3.W.4 - With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 2 above.)</p> <p>3.W.5 - With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.W.6 - With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.10 - With scaffolding, guidance, and support, 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.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS INFORMATIONAL

The student will write and revise full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.

(Organization) *The student will use information provided in a stimulus to organize informational text by*

- 1. introducing a topic*
- 2. stating a main idea*
- 3. grouping related information together*
- 4. using transition words and phrases*
- 5. including an appropriate conclusion*

(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by

1. developing the topic with supporting details
2. deleting details that do not support the main idea*

ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS INFORMATIONAL

- **Students should be able to provide adequate evidence that they can write and revise full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting details and an appropriate conclusion.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can write and revise full, simple informational/ explanatory texts in which there may be minimal attention to purpose and audience, organization of ideas (e.g. underdeveloped focus) and structures and transitional strategies for coherence, as well as few supporting details and/or an underdeveloped conclusion.	Students should be able to provide partial evidence that they can write and revise full informational/ explanatory texts on a topic, in which there is some attention to purpose and audience, some organization of ideas, inclusion of some structures and transitional strategies for coherence, some supporting details, and a simple conclusion.	Students should be able to provide adequate evidence that they can write and revise full informational/ explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting details and an appropriate conclusion.	Students should be able to provide thorough evidence that they can write and revise full, complex informational/ explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies strategically for coherence, and including well-developed supporting details and a strong conclusion.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Brief Writes • IAB: Revision • FIAB: Write and Revise Informational Texts 	<p style="text-align: center;"> Write and Revise Informational Brief Writes Sample Items; Compose Informational Full Texts Sample Items </p>	<p style="text-align: center;"> Brief Writes; Write and Revise Informational Revisions; Language and Vocabulary Use; Editing </p>

WRITING - Students can produce effective writing for a range of purposes and audiences.

COMPOSE FULL TEXTS – NARRATIVE

LEARNING TARGET	STANDARDS
Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	<p>3.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.W.3a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.W.3b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.W.3c - Use temporal words and phrases to signal event order.</p> <p>3.W.3d - Provide a sense of closure.</p> <p>3.W.4 - With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 3 above.)</p> <p>3.W.5 - With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.W.6 - With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.10 - With scaffolding, guidance, and support, 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.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS NARRATIVE

The student will write and revise full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

(Organization) *The student will write or revise organized narratives that engage and orient the reader by*

- 1. providing an opening that establishes a situation*
- 2. providing an opening that introduces a narrator and character(s)*
- 3. organizing the narrative with a sequence of events that unfolds naturally*
- 4. using temporal words or phrases to signal event order*
- 5. providing closure that follows logically from the narrative*

(Elaboration) The student will use information provided in a stimulus to revise narratives that apply narrative techniques such as

1. including dialogue to convey events/experiences
2. including descriptive details to convey events/experiences
3. identifying details that should be deleted because they are inconsistent with the rest of a narrative

ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS NARRATIVE

- Students should be able to provide adequate evidence that they can write and revise full compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author’s craft appropriate to purpose.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can write and revise simple compositions demonstrating minimal use of narrative techniques, chronology, structure, or transitional strategies for coherence.	Students should be able to provide partial evidence that they can write and revise full compositions demonstrating some narrative techniques, chronology, structure, transitional strategies for coherence, or author’s craft appropriate to purpose.	Students should be able to provide adequate evidence that they can write and revise full compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author’s craft appropriate to purpose.	Students should be able to provide thorough evidence that they can write and revise full, complex compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, and author’s craft appropriate to purpose.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Brief Writes • IAB: Revision • FIAB: Write and Revise Narrative Texts 	<p style="text-align: center;">Sample Items:</p> <p style="text-align: center;">Write and Revise Narrative Brief Writes Sample Items; Compose Narrative Full Texts Sample Items</p>	<p style="text-align: center;">Tools for Teachers:</p> <p style="text-align: center;">Brief Writes; Write and Revise Narratives; Revisions; Language and Vocabulary Use; Editing</p>

WRITING - Students can produce effective writing for a range of purposes and audiences.

WRITING (All Purpose Types): LANGUAGE AND VOCABULARY USE

LEARNING TARGET	STANDARDS
Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	3.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3.L.3a - Choose words and phrases for effect. 3.L.3b - Recognize and observe differences between the conventions of spoken and written standard English. 3.L.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

EVIDENCE STATEMENTS:

1. *The student will identify and use the best word(s) or phrases for audience or purpose.*
2. *The student will identify and use the best academic or domain-specific words or phrases to make meaning clear.*
3. *The student will identify and use effective sensory details to convey experiences and events.*

ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to provide adequate evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use some language and vocabulary that is appropriate to purpose and audience when revising or composing texts.	Students should be able to provide adequate evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Students should be able to provide thorough evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • FIAB: Language and Vocabulary Use 	Language and Vocabulary Use Sample Items	Language and Vocabulary Use

WRITING - Students can produce effective writing for a range of purposes and audiences.

WRITING (All Purpose Types): EDIT

LEARNING TARGET	STANDARDS
Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	<p>3.L.1 (including 3.L1a – 3.L1i) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 (including 3.L2a – 3.L2g) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

EVIDENCE STATEMENTS:

1. *The student will identify, edit to correct, and/or edit for correct use of grammar usage, spelling, capitalization, and punctuation.*

ACHIEVEMENT LEVEL DESCRIPTORS:

- Students should be able to provide adequate evidence that they can apply and edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Students should be able to provide, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Students should be able to provide adequate evidence that they can apply and edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Students should be able to provide thorough evidence that they can apply and edit grade-level grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
• FIAB: Editing	Edit Sample Items	Editing

WRITING/RESEARCH - Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

WRITING/RESEARCH: Interpret & Integrate Information; Analyze Information/Sources; Research / Inquiry

LEARNING TARGET	STANDARDS
Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	3.W.7 - Conduct short research projects that build knowledge about a topic. 3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 3.W.10 - With scaffolding, guidance, and support, 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.

EVIDENCE STATEMENTS: WRITING/RESEARCH

(Interpret & Integrate Information): *Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.*

- 1. The student will locate information from a text source to support a central idea or key detail related to research.*
- 2. The student will interpret information from a text source to support a given purpose related to research tasks.*
- 3. The student will interpret information from a visual source to support a given purpose related to research tasks.*

(Analyze Information / Sources): *Distinguish relevant/irrelevant information.*

- 1. The student will analyze digital and print sources in order to locate relevant information to support research.*

(Use Evidence): *Cite evidence to support opinions and ideas.*

- 1. The student will select evidence to support opinions or ideas.*

ACHIEVEMENT LEVEL DESCRIPTORS:

Students should be able to provide evidence that they can generate opinions and cite evidence in support of those opinions based on information collected; and provide adequate evidence that they can locate and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can generate opinions and cite evidence in support of those opinions based on information collected; and provide minimal evidence that they can locate information to support ideas and details; select information from data or print and non-print text sources.	Students should be able to provide partial evidence that they can generate opinions and cite evidence in support of those opinions based on information collected; and provide partial evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.	Students should be able to provide evidence that they can generate opinions and cite evidence in support of those opinions based on information collected; and provide adequate evidence that they can locate and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.	Students should be able to provide thorough evidence that they can generate opinions and cite evidence in support of those opinions based on information collected; and provide thorough evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Research • FIAB: Research: Interpret and Integrate • FIAB: Research: Analyze Information • FIAB: Research: Use Evidence 	<p style="text-align: center;">Research and Inquiry Sample Items</p>	<p style="text-align: center;"> Research; Research: Analyze Information; Research: Interpret and Integrate; Research: Use Evidence </p>