

Grade: 3	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons.</u></p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons.</u></li> <li>Provide reasons that support the opinion.</li> <li>Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and shows effective development of the topic and/or narrative elements<sup>1</sup> by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly.</u></p> <ol style="list-style-type: none"> <li>Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension.</u></li> <li><u>Develop the topic with</u> facts, definitions, and <u>details.</u></li> <li><u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u></li> <li>Provide a concluding statement or section.</li> </ol>	
<p><b>W3</b></p> <p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u></p> <ol style="list-style-type: none"> <li><u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></li> <li><u>Use dialogue and descriptions</u> of actions, thoughts, and feelings <u>to develop experiences and events or show the response of characters to situations.</u></li> <li>Use temporal words <u>and phrases</u> to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	

<sup>1</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

W4	<p><u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning, revising, and editing.</u> (<u>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.</u>)</p>	
W6	<p>With guidance and support from adults, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as <u>to interact and</u> collaborate with others.</p>	
W7	<p><u>Conduct short</u> research projects <u>that build knowledge about a topic.</u></p>	
W8	<p>Recall information from experiences or gather information from <u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	
W9	<p>(Begins in grade 4)</p>	
W10	<p><u>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.</u></p>	

Grade: 4	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which related ideas are grouped to support the writer’s purpose</u>.</li> <li>Provide reasons that are <u>supported by facts and details</u>.</li> <li>Link opinion and reasons using words and phrases (e.g., <u>for instance, in order to, in addition</u>).</li> <li>Provide a concluding statement or section <u>related to the opinion presented</u>.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>2</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>.</li> <li>Link ideas within categories of information using words and phrases (e.g., <u>another, for example, also, because</u>).</li> <li><u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>.</li> <li>Provide a concluding statement or section <u>related to the information or explanation presented</u>.</li> </ol>	

<sup>2</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li><u>Orient the reader by</u> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use <u>a variety of transitional</u> words and phrases <u>to manage the sequence of events</u>.</li> <li><u>Use concrete words and phrases and sensory details to convey experiences and events precisely</u>.</li> <li>Provide <u>a conclusion that follows from the narrated experiences or events</u>.</li> </ol>	
W4	<p>Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u>. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 4</u> on pages 28 and 29.)</p>	
W6	<p>With some guidance and support from adults, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>.</p>	
W7	<p>Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic</u>.</p>	
W8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information</u>, and <u>provide a list of sources</u>.</p>	
W9	<p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u>.</p> <ol style="list-style-type: none"> <li><u>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)</u>.</li> <li><u>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)</u>.</li> </ol>	
W10	<p>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>	

Grade: 5	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer’s purpose.</li> <li>Provide <u>logically ordered</u> reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently, specifically</u>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>3</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, <u>provide a general observation and focus</u>, and group related information <u>logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	

<sup>3</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<p><b>W3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use <u>narrative techniques</u>, such as dialogue, description, <u>and pacing</u>, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	
<p><b>W4</b></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p><b>W5</b></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, <u>or trying a new approach</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 5</u> on pages 28 and 29.)</p>	
<p><b>W6</b></p>	<p>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; demonstrate sufficient command of keyboarding skills to type a minimum of <u>two pages</u> in a single sitting.</p>	
<p><b>W7</b></p>	<p>Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic.</p>	
<p><b>W8</b></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work</u>, and provide a list of sources.</p>	
<p><b>W9</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <u>grade 5</u> Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>Apply <u>grade 5</u> Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text,</li> </ol>	

	identifying which reasons and evidence support which point[s]”).	
<b>W10</b>	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.	