The Common Core Writing Standards in Checklist and Table Form: Grade 3

Please Note: The standards have been lightly modified to create a “THE WRITER” present-tense format. This format works well for both writers and readers who analyze writing. Please check out the original standards here.

Teachers can use this checklist version of the Common Core writing standards in four different ways:

1. As a tool for teaching writing.
2. As a student-writing checklist.
3. As a literary-analysis tool.
4. As a tool to track your teaching.

Be sure to download the Common Core writing standards for a few different grades here. Everyone should download the high school writing standards, as they contain the most detailed and complete list of genre-specific writing skills.

The Common Core Writing Standards Outline:

Please note: Look at the outline of the standards below. In many of the grades (K-12), I change the order of the standards to reduce the number of pages you need to print: e.g., I frequently place Argument and Narrative on the same page because Argument and Informative/Explanatory won’t fit on a single page.

1. Text Types and Purposes:
   a. Argument
   b. Informative/Explanatory
   c. Narrative
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing

Please Note: Pattern Based Writing: Quick & Easy Essay is not affiliated with the Common Core. But be sure to check it out on the homepage. It’s the fastest, most effective way to teach students organized multi-paragraph essay writing... Guaranteed!
Six Different Versions of the Common Core Writing Standards

I’ve included six different versions of the same Common Core writing standards here. Why? Well, as I tried to create the perfect version, I ended up creating six different versions. While you probably won’t use all six versions, you will certainly be able to find a version that works perfectly for you.

As you consider which version to print, ask these three questions:

1. What do you want to use the standards for?
2. Will a checklist or a table work better?
3. How many pages do you want to print and make copies of?

The Broken-Down Versions: As you will see, “W.8.1.b” is one item in the standards, but that one item is made up of four parts. In the Broken-Down Version, I broke down “W.8.1.b” into four parts. I only created a Broken-Down Version for the “Three Text Types and Purposes.” I did not do it for “Production and Distribution of Writing,” etc.

Spacing, Checklists, and Tables: The checklist-version is great for taking action. The large-space version is nice if you want to print it out and have students underline keywords or mark it up. The table version is nice for printing a short version for reference.

Here are the six different versions:

1. The Three Text Types Broken Down and in Checklist Form
2. The Three Text Types Broken Down and in Table Form
3. The Standards in Checklist Form with Regular Spacing
4. The Standards in Checklist Form with Large Spacing
5. The Standards in Table Form with Regular Spacing
6. The Standards in Table Form with Large Spacing
1. The Three Text Types Broken Down in Checklist Form
### Opinion (Argument): W.3.1:
The writer writes an opinion piece on a topic or text, supporting a point of view with reasons.

- **W.3.1.a:** The writer introduces the topic or text she or he is writing about.
- **W.3.1.b:** The writer states an opinion.
- **W.3.1.c:** The writer creates an organizational structure that lists reasons.
- **W.3.1.d:** The writer provides reasons that support the opinion.
- **W.3.1.e:** The writer uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.f:** The writer provides a concluding statement or section.

### Informative/Explanatory: W.3.2:
The writer writes an informative/explanatory text that examines a topic and conveys ideas and information clearly.

- **W.3.2.a:** The writer introduces a topic.
- **W.3.2.b:** The writer groups related information together.
- **W.3.2.c:** The writer includes illustrations when useful to aiding comprehension.
- **W.3.2.d:** The writer develops the topic with facts, definitions, and details.
- **W.3.2.e:** The writer uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.f:** The writer provides a concluding statement or section.
**Narrative: W.3.3:** The writer writes a narrative that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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2. The Three Text Types Broken Down in Table Form
Common Core Writing Standards: Grade 3

Opinion (Argument): W.3.1: The writer writes an opinion piece on a topic or text, supporting a point of view with reasons.

W.3.1.a: The writer introduces the topic or text she or he is writing about.
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Narrative: W.3.3: The writer writes a narrative that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.a: The writer establishes a situation.
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Pattern Based Writing: Quick & Easy Essay    Put simply: It works!
3. The Standards in Checklist Form with Regular Spacing
### Opinion (Argument): W.3.1:
The writer writes an opinion piece on a topic or text, supporting a point of view with reasons.

- **W.3.1.a:** The writer introduces the topic or text she or he is writing about, states an opinion, and creates an organizational structure that lists reasons.
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- **W.3.2.d:** The writer provides a concluding statement or section.

### Research to Build and Present Knowledge

- **W.3.7:** The writer conducts short research projects that build knowledge about a topic.
- **W.3.8:** The writer recalls information from experiences or gathers information from print and digital sources; takes brief notes on sources and sort evidence into provided categories.
- **W.3.9:** (W.3.9 begins in grade 4)
### Narrative: W.3.3:
The writer writes a narrative that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **W.3.3.a:** The writer establishes a situation and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally.

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c. **W.3.3.c:** The writer uses temporal words and phrases to signal event order.

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### Production and Distribution of Writing

**W.3.4:** With guidance and support from adults, the writer produces 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.)

**W.3.5:** With guidance and support from peers and adults, the writer develops and strengthens 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 here.)

**W.3.6:** With guidance and support from adults, the writer uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Range of Writing

**W.3.10:** The writer writes 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.
4. The Standards in Checklist Form with Large Spacing
**Common Core Writing Standards: Grade 3**

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