

# Standards Sweep WRITING Tracking Sheet

Writing • PREPARE M1

Guided Practice — work through the five thinking levels.

GRADE 3 • PREPARE CLUSTER • MODULE 1 • ONE TOPIC, DIFFERENT WRITING JOBS: RECOGNIZING WHEN NARRATIVE FITS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Writing Job

A writer received a job. Point to the plan that is ready to write.



**CHOOSE**  
Emergent

## Pick the Genre

The purpose is to let readers experience Emsy's discovery. Circle the genre that fits.



**SHOW**  
Visible

## Match It to TRAILS

Draw a line from each detail in the shell mystery to its TRAILS part.



**OWN**  
Independent

## Plan Your Own

You find a mysterious object where it does not belong. Plan a short narrative.



**DEFEND**  
Reflective

## Defend Your Choice

Prove narrative was the right genre for this writing job.

# Show What You Know — Your Writing

Writing • PREPARE M1

Grade 3 • PREPARE Cluster • Module 1 • One Topic, Different Writing Jobs: Recognizing When Narrative Fits

## Your Writing Task

Read the writing prompt below. Name the GENRE you would write, and give ONE reason it fits the topic, purpose, and audience.

*You are not writing the whole piece — just the genre you would choose and why.*

### How Do We Measure the Level of Thinking?

|          |                                                                              |
|----------|------------------------------------------------------------------------------|
| ● NOTICE | Names a genre.                                                               |
| ■ CHOOSE | Names a genre and gives a general reason.                                    |
| ▼ SHOW   | Names a genre that fits and gives a clear reason.                            |
| ▲ OWN    | Names the best-fitting genre and ties the reason to the purpose or audience. |
| ◆ DEFEND | Explains why that genre fits better than another choice would.               |

# Standards Sweep WRITING Tracking Sheet

Writing • PREPARE M2

Guided Practice — work through the five thinking levels.

GRADE 3 • PREPARE CLUSTER • MODULE 2 • BRAINSTORMING — FINDING IDEAS FOR YOUR NARRATIVE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot a Brainstorm

A writer began two ways. **Point to the brainstorm** — the list of possible ideas.



**CHOOSE**  
Emergent

## Pick an Idea with a Story in It

With support, choose the moment that has the most to tell.



**SHOW**  
Visible

## Show Why an Idea Works

Tell what makes a moment worth writing about.



**OWN**  
Independent

## Brainstorm Your Own

List three small moments you could turn into a narrative — no story yet, just ideas.



**DEFEND**  
Reflective

## Defend Your Best Idea

Choose your best idea and explain why it beats the others.

# Show What You Know — Your Writing

Writing • PREPARE M2

Grade 3 • PREPARE Cluster • Module 2 • Brainstorming — Finding Ideas for Your Narrative

## Your Writing Task

Brainstorm three small moments you could turn into a narrative. Circle the one you would write, and tell why in one line.

*Just ideas — you are not writing the story yet.*

### How Do We Measure the Level of Thinking?

|          |                                                           |
|----------|-----------------------------------------------------------|
| ● NOTICE | Lists one idea.                                           |
| ■ CHOOSE | Lists two or three ideas.                                 |
| ▼ SHOW   | Lists ideas and circles one.                              |
| ▲ OWN    | Circles a moment and gives a reason.                      |
| ◆ DEFEND | Explains why the chosen moment is better than the others. |

# Standards Sweep WRITING Tracking Sheet

Writing • PREPARE M3

Guided Practice — work through the five thinking levels.

GRADE 3 • PREPARE CLUSTER • MODULE 3 • FREEWRITING — GETTING THE STORY OUT

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot a Freewrite

One writer freewrote; one stopped to fix every word. **Point to the freewrite.**



**CHOOSE**  
Emergent

## Keep the Pencil Moving

With support, choose what a writer does when they feel stuck.



**SHOW**  
Visible

## Show a Detail You Found

Freewriting helps you discover details you did not plan.



**OWN**  
Independent

## Freewrite Your Own

Freewrite for two minutes about your moment — keep your pencil moving.



**DEFEND**  
Reflective

## Defend a Keeper

Choose the best detail from your freewrite and say why you will keep it.

# Show What You Know — Your Writing

Writing • PREPARE M3

Grade 3 • PREPARE Cluster • Module 3 • Freewriting — Getting the Story Out

## Your Writing Task

Freewrite for two minutes about your moment. Keep your pencil moving — do not worry about spelling. Then underline your favorite detail.

*The goal is to keep going and discover details, not to be perfect.*

## How Do We Measure the Level of Thinking?

|          |                                                         |
|----------|---------------------------------------------------------|
| ● NOTICE | Writes a few words.                                     |
| ■ CHOOSE | Writes a sentence or two.                               |
| ▼ SHOW   | Writes without stopping and finds a detail.             |
| ▲ OWN    | Fills the time with connected ideas.                    |
| ◆ DEFEND | Picks the strongest detail and explains why it matters. |

# Standards Sweep WRITING Tracking Sheet

Writing • PREPARE M4

Guided Practice — work through the five thinking levels.

GRADE 3 • PREPARE CLUSTER • MODULE 4 • MAPPING — PLANNING YOUR NARRATIVE WITH TRAILS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Map

One page is a TRAILS map; one is a finished draft. **Point to the map.**



**CHOOSE**  
Emergent

## Name a TRAILS Part

With support, match a detail to its TRAILS letter.



**SHOW**  
Visible

## Show the Important Moment

Find the I in TRAILS — the moment that matters most.



**OWN**  
Independent

## Map Your Own

Fill a TRAILS map for your narrative — one line for each part.



**DEFEND**  
Reflective

## Defend Your Map

Explain why your Important Moment is the heart of your story.

# Show What You Know — Your Writing

Writing • PREPARE M4

Grade 3 • PREPARE Cluster • Module 4 • Mapping — Planning Your Narrative with TRAILS

## Your Writing Task

Map your narrative with TRAILS. Write one line for each part: Topic, Relationship, Actions, Important moment, Lesson, and Setting.

*TRAILS = Topic, Relationship, Actions, Important moment, Lesson, Setting.*

## How Do We Measure the Level of Thinking?

|          |                                                              |
|----------|--------------------------------------------------------------|
| ● NOTICE | Names one TRAILS part.                                       |
| ■ CHOOSE | Names two or three parts.                                    |
| ▼ SHOW   | Fills in most of the map.                                    |
| ▲ OWN    | Fills in all six TRAILS parts.                               |
| ◆ DEFEND | Explains why the Important Moment is the heart of the story. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M1

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 1 • MODULE 1 • WHO AND WHY — FINDING YOUR PURPOSE AND AUDIENCE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot Who It's For

Two notes are about the SAME class garden. **Point to the one written for the principal.**



**CHOOSE**  
Emergent

## Match the Purpose

With support, choose WHY this piece was written.



**SHOW**  
Visible

## Show the Who and the Why

Name the AUDIENCE and the PURPOSE of this piece.



**OWN**  
Independent

## Own Your Plan

Pick your own topic. Decide your audience and your purpose — no word bank.



**DEFEND**  
Reflective

## Defend Your Choice

Explain WHY your audience and purpose fit your topic.

# Show What You Know — Your Writing

Writing • Cluster 1 M1

Grade 3 • Cluster 1 • Module 1 • Who and Why — Finding Your Purpose and Audience

## Your Writing Task

Pick a topic you would like to write about. In 2-3 lines, write WHO you are writing for (your audience) and WHY you are writing (your purpose).

*You do not have to write the whole piece yet — just your audience and your purpose.*

## How Do We Measure the Level of Thinking?

|          |                                                             |
|----------|-------------------------------------------------------------|
| ● NOTICE | Names a topic to write about.                               |
| ■ CHOOSE | Names a topic and either an audience OR a purpose.          |
| ▼ SHOW   | Names a topic, an audience, AND a purpose.                  |
| ▲ OWN    | Chooses an audience and purpose that clearly fit the topic. |
| ◆ DEFEND | Explains WHY the audience and purpose fit the topic.        |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M2

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 1 • MODULE 2 • BRAINSTORMING — GATHERING FACTS FOR YOUR TOPIC

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot a Fact List

A writer began two ways. **Point to the fact list — the gathered ideas.**



**CHOOSE**  
Emergent

## Pick a Useful Fact

With support, choose the fact that teaches the most.



**SHOW**  
Visible

## Show Why a Fact Helps

Tell what makes a fact useful for informational writing.



**OWN**  
Independent

## Brainstorm Your Own

List three facts you know about your topic — just a list, no paragraph.



**DEFEND**  
Reflective

## Defend Your Best Fact

Choose your most useful fact and explain why it teaches the most.

# Show What You Know — Your Writing

Writing • Cluster 1 M2

Grade 3 • Cluster 1 • Module 2 • Brainstorming — Gathering Facts for Your Topic

## Your Writing Task

Brainstorm three facts you know about your topic. Circle the one that teaches the most, and tell why in one line.

*Just a list of facts — you are not writing the paragraph yet.*

## How Do We Measure the Level of Thinking?

|          |                                                           |
|----------|-----------------------------------------------------------|
| ● NOTICE | Lists one fact.                                           |
| ■ CHOOSE | Lists two or three facts.                                 |
| ▼ SHOW   | Lists facts and circles one.                              |
| ▲ OWN    | Circles a fact and gives a reason.                        |
| ◆ DEFEND | Explains why the chosen fact teaches the reader the most. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M3

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 1 • MODULE 3 • CHOOSING THE GENRE — WHEN INFORMATIONAL WRITING FITS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Genre

One piece teaches facts; one tells a story. **Point to the informational piece.**



**CHOOSE**  
Emergent

## Match Purpose to Genre

With support, choose the genre that fits when the job is to explain.



**SHOW**  
Visible

## Show the Genre Clues

Tell what shows a piece is informational.



**OWN**  
Independent

## Choose for Your Topic

Decide the best genre for your own topic and purpose — no word bank.



**DEFEND**  
Reflective

## Defend the Genre

Explain why informational writing fits a purpose to teach.

# Show What You Know — Your Writing

Writing • Cluster 1 M3

Grade 3 • Cluster 1 • Module 3 • Choosing the Genre — When Informational Writing Fits

## Your Writing Task

Read your writing job. Name the genre you would choose and give one reason it fits the purpose.

Ask: is my job to *TEACH* facts, or to *TELL* a story?

## How Do We Measure the Level of Thinking?

|          |                                                                  |
|----------|------------------------------------------------------------------|
| ● NOTICE | Names a genre.                                                   |
| ■ CHOOSE | Names a genre and gives a general reason.                        |
| ▼ SHOW   | Names the genre that fits and gives a clear reason.              |
| ▲ OWN    | Names the best-fitting genre and ties the reason to the purpose. |
| ◆ DEFEND | Explains why that genre fits better than another choice would.   |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M4

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 1 • MODULE 4 • MAPPING — PLANNING YOUR INFORMATIONAL RESPONSE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Map

One page is an informational map; one is a finished draft. **Point to the map.**



**CHOOSE**  
Emergent

## Name a Map Part

With support, match a sentence to its map part.



**SHOW**  
Visible

## Show a Supporting Fact

Find a fact that supports the topic sentence.



**OWN**  
Independent

## Map Your Own

Fill an informational map for your topic — a topic sentence, two facts, and a closing.



**DEFEND**  
Reflective

## Defend Your Map

Explain why your facts support your topic sentence.

# Show What You Know — Your Writing

Writing • Cluster 1 M4

Grade 3 • Cluster 1 • Module 4 • Mapping — Planning Your Informational Response

## Your Writing Task

Map your informational response: write a topic sentence, two facts that support it, and a closing.

*Topic sentence → supporting facts → closing.*

### How Do We Measure the Level of Thinking?

|          |                                                    |
|----------|----------------------------------------------------|
| ● NOTICE | Names one map part.                                |
| ■ CHOOSE | Names two or three map parts.                      |
| ▼ SHOW   | Fills in most of the map.                          |
| ▲ OWN    | Fills in the topic sentence, facts, and closing.   |
| ◆ DEFEND | Explains why the facts support the topic sentence. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M1

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 2 • MODULE 1 • WHAT A STRONG INTRODUCTION DOES

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Introduction

Two pieces begin two ways. Point to the opening that names the topic and draws you in.



**CHOOSE**  
Emergent

### Pick the Stronger Opening

With support, choose the opening that introduces the topic best.



**SHOW**  
Visible

### Show the Introduction's Job

Tell what a strong introduction does for the reader.



**OWN**  
Independent

### Judge an Opening

Read an opening and decide whether it introduces the topic well — no word bank.



**DEFEND**  
Reflective

### Defend a Strong Opening

Explain why one opening is stronger than another.

## Your Writing Task

Read the two openings. Choose the one that better introduces the topic, and tell why in one line.

*A strong introduction names the topic and makes the reader want to keep going.*

### How Do We Measure the Level of Thinking?

|                                                                                                   |                                                                           |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|  <b>NOTICE</b> | Points to an opening.                                                     |
|  <b>CHOOSE</b> | Chooses the stronger opening.                                             |
|  <b>SHOW</b>   | Chooses it and names one reason.                                          |
|  <b>OWN</b>    | Judges the opening and explains why.                                      |
|  <b>DEFEND</b> | Explains clearly why the opening names the topic and draws the reader in. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M2

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 2 • MODULE 2 • WRITING A TOPIC SENTENCE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Topic Sentence

Point to the sentence that names the subject of the whole piece.



**CHOOSE**  
Emergent

### Pick the Clear Topic Sentence

With support, choose the clearest topic sentence.



**SHOW**  
Visible

### Show What Makes It Clear

Tell what makes a topic sentence clear.



**OWN**  
Independent

### Write Your Own

Write a topic sentence for an informational piece about Laura — no word bank.



**DEFEND**  
Reflective

### Defend Your Topic Sentence

Explain why your topic sentence fits your piece.

# Show What You Know — Your Writing

Writing • Cluster 2 M2

Grade 3 • Cluster 2 • Module 2 • Writing a Topic Sentence

## Your Writing Task

Write a topic sentence for an informational piece about Laura Ingalls Wilder. Name your subject clearly.

*One clear sentence that names what the whole piece is about.*

### How Do We Measure the Level of Thinking?

|          |                                                          |
|----------|----------------------------------------------------------|
| ● NOTICE | Names a subject.                                         |
| ■ CHOOSE | Writes a general sentence about the subject.             |
| ▼ SHOW   | Writes a topic sentence that names the subject.          |
| ▲ OWN    | Writes a clear topic sentence, not too broad.            |
| ◆ DEFEND | Explains why the topic sentence names the whole subject. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M3

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 2 • MODULE 3 • ADDING A HOOK

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Hook

Point to the hook — the opening that grabs the reader's attention.



**CHOOSE**  
Emergent

## Pick the Stronger Hook

With support, choose the hook that best draws the reader in.



**SHOW**  
Visible

## Show the Kind of Hook

Tell what kind of hook it is — a question, a surprising fact, or a vivid picture.



**OWN**  
Independent

## Write Your Own

Write a hook that would draw a reader into a piece about Laura — no word bank.



**DEFEND**  
Reflective

## Defend Your Hook

Explain why your hook fits your topic and pulls the reader in.

# Show What You Know — Your Writing

Writing • Cluster 2 M3

Grade 3 • Cluster 2 • Module 3 • Adding a Hook

## Your Writing Task

Write a hook that would make a reader want to learn about Laura Ingalls Wilder. Try a question, a surprising fact, or a vivid picture.

*A hook grabs attention — and it still connects to your topic.*

## How Do We Measure the Level of Thinking?

|          |                                                               |
|----------|---------------------------------------------------------------|
| ● NOTICE | Writes an opening.                                            |
| ■ CHOOSE | Writes an opening that tries to interest the reader.          |
| ▼ SHOW   | Writes a hook (question, fact, or picture).                   |
| ▲ OWN    | Writes a hook that clearly connects to the topic.             |
| ◆ DEFEND | Explains why the hook fits the topic and draws the reader in. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M4

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 2 • MODULE 4 • BUILDING THE WHOLE INTRODUCTION

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Three Parts

An introduction has three parts. Point to the hook, the topic sentence, and the preview.



**CHOOSE**  
Emergent

### Put the Parts in Order

With support, choose the order the three parts belong in.



**SHOW**  
Visible

### Show a Missing Part

Find which part an introduction is missing.



**OWN**  
Independent

### Build Your Own

Write a complete introduction — a hook, a topic sentence, and a preview — no word bank.



**DEFEND**  
Reflective

### Defend Your Introduction

Explain how your three parts work together.

## Your Writing Task

Write a complete introduction for a piece about Laura Ingalls Wilder: a hook, a topic sentence, and a preview of what you will tell.

Three parts, in order: *hook* → *topic sentence* → *preview*.

### How Do We Measure the Level of Thinking?

|                                                                                                   |                                                               |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|  <b>NOTICE</b> | Writes one part.                                              |
|  <b>CHOOSE</b> | Writes two of the three parts.                                |
|  <b>SHOW</b>   | Writes all three parts.                                       |
|  <b>OWN</b>    | Writes a hook, topic sentence, and preview that fit together. |
|  <b>DEFEND</b> | Explains how the three parts work together.                   |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M1

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 3 • MODULE 1 • WHAT A STRONG CONCLUSION DOES

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Conclusion

An informational piece can end two different ways. **Point to the ending that restates the main idea and leaves you with something to remember.**



**CHOOSE**  
Emergent

### Pick the Stronger Ending

With support, choose the ending that best wraps up the piece.



**SHOW**  
Visible

### Show the Conclusion's Job

Tell what a strong conclusion does for the reader.



**OWN**  
Independent

### Judge an Ending

Read an ending and **decide whether it wraps up the piece well** — no word bank.



**DEFEND**  
Reflective

### Defend a Strong Ending

Explain why one ending is stronger than another.

# Show What You Know — Your Writing

Grade 3 • Cluster 3 • Module 1 • What a Strong Conclusion Does

Writing • Cluster 3 M1

## Your Writing Task

Read the two endings. Choose the one that better wraps up the piece, and tell why in one line.

*A strong conclusion restates the main idea and leaves the reader with something to remember.*

### How Do We Measure the Level of Thinking?

|          |                                                                                          |
|----------|------------------------------------------------------------------------------------------|
| ● NOTICE | Points to an ending.                                                                     |
| ■ CHOOSE | Chooses the stronger ending.                                                             |
| ▼ SHOW   | Chooses it and names one reason.                                                         |
| ▲ OWN    | Judges the ending and explains why.                                                      |
| ◆ DEFEND | Explains clearly why the ending restates the main idea and leaves something to remember. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M2

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 3 • MODULE 2 • WRITING A CLOSING SENTENCE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Closing Sentence

Point to the sentence that restates what the whole piece was about.



**CHOOSE**  
Emergent

### Pick the Clear Closing Sentence

With support, choose the clearest closing sentence.



**SHOW**  
Visible

### Show What Makes It Clear

Tell what makes a closing sentence clear.



**OWN**  
Independent

### Write Your Own

Write a closing sentence for an informational piece about laws — no word bank.



**DEFEND**  
Reflective

### Defend Your Closing Sentence

Explain why your closing sentence fits your piece.

## Your Writing Task

Write a closing sentence for an informational piece about why communities need laws. Restate your main idea clearly.

*One clear sentence that restates what the whole piece was about.*

### How Do We Measure the Level of Thinking?

|                                                                                                   |                                                                 |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|  <b>NOTICE</b> | Restates a detail.                                              |
|  <b>CHOOSE</b> | Writes a general sentence about the topic.                      |
|  <b>SHOW</b>   | Writes a closing sentence that restates the main idea.          |
|  <b>OWN</b>    | Writes a clear closing sentence, not just one detail.           |
|  <b>DEFEND</b> | Explains why the closing sentence restates the whole main idea. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M3

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 3 • MODULE 3 • ADDING A FINAL THOUGHT

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Final Thought

Point to the final thought — the ending that leaves the reader with something to remember.



**CHOOSE**  
Emergent

### Pick the Stronger Final Thought

With support, choose the final thought that best leaves something to remember.



**SHOW**  
Visible

### Show Why It Sticks

Tell what makes a final thought memorable.



**OWN**  
Independent

### Write Your Own Final Thought

Write a final thought for an informational piece about Pasteur's discovery — no word bank.



**DEFEND**  
Reflective

### Defend Your Final Thought

Explain why your final thought fits your topic.

## Your Writing Task

Write a final thought for an informational piece about Pasteur’s discovery. Leave your reader with something to remember.

*Connect the discovery to why it still matters today.*

## How Do We Measure the Level of Thinking?

|          |                                                                              |
|----------|------------------------------------------------------------------------------|
| ● NOTICE | Adds a detail.                                                               |
| ■ CHOOSE | Adds a general closing idea.                                                 |
| ▼ SHOW   | Adds a final thought connected to the topic.                                 |
| ▲ OWN    | Writes a final thought that connects to why it matters.                      |
| ◆ DEFEND | Explains why the final thought leaves the reader with something to remember. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M4

Guided Practice – work through the five thinking levels.

## GRADE 3 • CLUSTER 3 • MODULE 4 • BUILDING THE WHOLE CONCLUSION

Work through the five levels – NOTICE → CHOOSE → SHOW → OWN → DEFEND – writing your response in each box.



**NOTICE**  
Foundational

### Spot the Whole Conclusion

One ending has both parts of a conclusion; one is missing a part. **Point to the whole conclusion.**



**CHOOSE**  
Emergent

### Match a Conclusion Part

With support, match a sentence to its conclusion part.



**SHOW**  
Visible

### Show the Whole Conclusion

Find where the closing sentence ends and the final thought begins.



**OWN**  
Independent

### Build Your Own

Write a whole conclusion for your topic – a closing sentence and a final thought.



**DEFEND**  
Reflective

### Defend Your Conclusion

Explain why your closing sentence and final thought belong together.

## Your Writing Task

Build a whole conclusion for your informational piece: a closing sentence that restates your main idea, and a final thought that leaves your reader with something to remember.

*Closing sentence → final thought.*

### How Do We Measure the Level of Thinking?

|          |                                                                   |
|----------|-------------------------------------------------------------------|
| ● NOTICE | Names one conclusion part.                                        |
| ■ CHOOSE | Names both conclusion parts.                                      |
| ▼ SHOW   | Writes most of the conclusion.                                    |
| ▲ OWN    | Writes a closing sentence and a final thought.                    |
| ◆ DEFEND | Explains why the closing sentence and final thought fit together. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M1

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 4 • MODULE 1 • WHAT A WHOLE INFORMATIONAL PIECE NEEDS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Three Parts

An informational piece about electricity has three parts. **Point to the introduction, the developed idea, and the conclusion.**



**CHOOSE**  
Emergent

## Pick the Complete Piece

With support, choose the piece that has all three parts.



**SHOW**  
Visible

## Show What's Missing

One piece about electricity is missing a part. **Tell which part is missing.**



**OWN**  
Independent

## Label All Three Parts

Read a new piece about electricity and **label the introduction, the developed idea, and the conclusion** — no word bank.



**DEFEND**  
Reflective

## Defend Why All Three Matter

Explain why a whole piece needs all three parts.

# Show What You Know — Your Writing

Writing • Cluster 4 M1

Grade 3 • Cluster 4 • Module 1 • What a Whole Informational Piece Needs

## Your Writing Task

Read this piece: “Electricity powers our homes. Long ago, inventors built wires that could carry a current. That discovery still lights homes today.” Label the introduction, the developed idea, and the conclusion, and tell why the piece needs all three parts.

*Model: “Electricity powers our homes” = intro; “inventors built wires that could carry a current” = idea; “that discovery still lights homes today” = conclusion — each part does a different job for the reader.*

### How Do We Measure the Level of Thinking?

|          |                                                                    |
|----------|--------------------------------------------------------------------|
| ● NOTICE | Points to one part.                                                |
| ■ CHOOSE | Points to two of the three parts.                                  |
| ▼ SHOW   | Labels all three parts.                                            |
| ▲ OWN    | Labels all three parts and names one reason a piece needs them.    |
| ◆ DEFEND | Labels all three parts and explains why the piece needs all three. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M2

Guided Practice – work through the five thinking levels.

## GRADE 3 • CLUSTER 4 • MODULE 2 • WRITING AN INTRODUCTION THAT SETS UP THE PIECE

Work through the five levels – NOTICE → CHOOSE → SHOW → OWN → DEFEND – writing your response in each box.



**NOTICE**  
Foundational

### Spot the Introduction

Point to the sentence that names the topic and sets up what the piece will be about.



**CHOOSE**  
Emergent

### Pick the Stronger Introduction

With support, choose the introduction that best sets up a piece about electricity.



**SHOW**  
Visible

### Show What Makes It Strong

Tell what makes an introduction strong.



**OWN**  
Independent

### Write Your Own Introduction

Write an introduction for a piece about electricity – no word bank.



**DEFEND**  
Reflective

### Defend Your Introduction

Explain why your introduction fits your piece.

# Show What You Know — Your Writing

Writing • Cluster 4 M2

Grade 3 • Cluster 4 • Module 2 • Writing an Introduction That Sets Up the Piece

## Your Writing Task

Write an introduction for an informational piece about how electricity reaches our homes. Name the topic and set up what the piece will be about.

*Model: “Electricity travels a long journey before it reaches our homes.” — names the topic (how electricity reaches our homes) and sets up that the piece will explain that journey.*

## How Do We Measure the Level of Thinking?

|                                                                                                   |                                                                                |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|  <b>NOTICE</b> | States a detail.                                                               |
|  <b>CHOOSE</b> | Names the topic only.                                                          |
|  <b>SHOW</b>   | Writes an introduction that names the topic and sets up the piece.             |
|  <b>OWN</b>    | Writes a clear introduction that sets up the whole piece, not just one detail. |
|  <b>DEFEND</b> | Explains why the introduction names the topic and sets up the whole piece.     |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M3

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 4 • MODULE 3 • DEVELOPING YOUR IDEA WITH RELEVANT DETAILS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Relevant Detail

The main idea is about the Founding Fathers writing the Constitution. **Point to the detail that belongs.**



**CHOOSE**  
Emergent

## Pick the Detail That Belongs

Main idea: The Founding Fathers worked together to write laws for a new nation. With support, choose the detail that best supports this main idea.



**SHOW**  
Visible

## Show Why It's Relevant

Tell what makes a detail relevant to the main idea.



**OWN**  
Independent

## Add Your Own Relevant Details

Add two relevant details to develop a main idea about the Founding Fathers — no word bank.



**DEFEND**  
Reflective

## Defend Your Details

Explain why your details belong with your main idea.

# Show What You Know — Your Writing

Writing • Cluster 4 M3

Grade 3 • Cluster 4 • Module 3 • Developing Your Idea with Relevant Details

## Your Writing Task

Write two relevant details that develop this main idea: The Founding Fathers worked together to build a new government. Keep every detail connected to the main idea.

*Model: “They wrote the Constitution to set clear rules for the new government.” “They compromised so the states could agree on a plan for the new government.” – both connect directly to the main idea.*

## How Do We Measure the Level of Thinking?

|                                                                                                   |                                                                            |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|  <b>NOTICE</b> | Adds an unrelated detail.                                                  |
|  <b>CHOOSE</b> | Adds a general detail loosely connected to the topic.                      |
|  <b>SHOW</b>   | Adds one relevant detail.                                                  |
|  <b>OWN</b>    | Adds two relevant details connected to the main idea.                      |
|  <b>DEFEND</b> | Adds relevant details and explains why each one connects to the main idea. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M4

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 4 • MODULE 4 • BUILDING THE WHOLE PIECE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Whole Piece

One piece about the Founding Fathers has all three parts; one is missing a part. **Point to the whole piece.**



**CHOOSE**  
Emergent

### Match a Part to Its Job

With support, match a sentence to the part of the piece it belongs to.



**SHOW**  
Visible

### Show Where Each Part Begins

Find where the introduction ends, where the developed idea begins, and where the conclusion begins.



**OWN**  
Independent

### Build Your Own Whole Piece

Write a whole piece about the Founding Fathers — an introduction, a developed idea with relevant details, and a conclusion.



**DEFEND**  
Reflective

### Defend Your Whole Piece

Explain why your three parts work together.

# Show What You Know — Your Writing

Grade 3 • Cluster 4 • Module 4 • Building the Whole Piece

Writing • Cluster 4 M4

## Your Writing Task

Build a whole informational piece about the Founding Fathers: an introduction that names your topic, a developed idea with relevant details, and a conclusion that wraps up the piece.

*Model: “The Founding Fathers faced a big challenge.” (intro) → “They debated for months and wrote the Constitution.” (idea) → “Because they worked together, their government still guides our country today.” (conclusion).*

## How Do We Measure the Level of Thinking?

|                                                                                                   |                                                                                   |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  <b>NOTICE</b> | Writes one part of the piece.                                                     |
|  <b>CHOOSE</b> | Writes two of the three parts.                                                    |
|  <b>SHOW</b>   | Writes all three parts, though one is underdeveloped.                             |
|  <b>OWN</b>    | Writes an introduction, a developed idea with relevant details, and a conclusion. |
|  <b>DEFEND</b> | Writes all three parts and explains why they connect to the same main idea.       |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M1

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 5 • MODULE 1 • STAY ON TRACK — FOCUS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Off-Topic

One sentence goes off the main idea. **Point to the sentence that does NOT belong.**



**CHOOSE**  
Emergent

### Choose What Fits

With support, choose the sentence that keeps the piece focused.



**SHOW**  
Visible

### Cut the Drift

Show your thinking: remove the off-topic sentence so the piece stays focused.



**OWN**  
Independent

### Keep It Focused

On your own, write three sentences that ALL stay on one idea — no supports.



**DEFEND**  
Reflective

### Defend the Focus

Evaluate and transfer: explain how each sentence stays on the idea, then check your own writing for drift.

## Your Writing Task

Choose one idea. Write three sentences that ALL stay on that idea — no drifting.

*Focus means everything you write is about the same main idea.*

### How Do We Measure the Level of Thinking?

|                                                                                                   |                                                              |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|  <b>NOTICE</b> | Writes sentences with no clear idea.                         |
|  <b>CHOOSE</b> | Most sentences relate to one idea.                           |
|  <b>SHOW</b>   | All sentences stay on one idea.                              |
|  <b>OWN</b>    | Keeps a clear, tight focus across the piece.                 |
|  <b>DEFEND</b> | Keeps focus AND can explain how each part stays on the idea. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M2

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 5 • MODULE 2 • IN THE RIGHT ORDER — STRUCTURE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Which Comes First?

Three sentences are out of order. Point to the one that should come FIRST.



**CHOOSE**  
Emergent

### Order the Middle

With support, choose the sentence that belongs in the MIDDLE (a detail), not the start or end.



**SHOW**  
Visible

### Put It in Order

Show your thinking: arrange idea → detail → detail → wrap-up in a logical order.



**OWN**  
Independent

### Structure It Yourself

On your own, write a short piece with a clear beginning, middle, and end — no supports.



**DEFEND**  
Reflective

### Defend the Order

Evaluate and transfer: explain why your order makes sense, then check the structure of your own writing.

## Your Writing Task

Write a short piece with a clear beginning (idea), middle (two details), and end (wrap-up), in a logical order.

*Structure is about the ORDER — idea first, details in the middle, a wrap-up at the end.*

### How Do We Measure the Level of Thinking?

|          |                                                      |
|----------|------------------------------------------------------|
| ● NOTICE | Writes with no clear order.                          |
| ■ CHOOSE | Has some order but parts are misplaced.              |
| ▼ SHOW   | Has a clear beginning, middle, and end.              |
| ▲ OWN    | Structures a logical, easy-to-follow piece.          |
| ◆ DEFEND | Structures it well AND explains why the order works. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M3

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 5 • MODULE 3 • MAKE IT FLOW — COHERENCE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Spot the Connector

One version connects ideas; one is choppy. **Point to the version that flows.**



**CHOOSE**  
Emergent

### Choose the Connector

With support, choose the connecting word that fits.



**SHOW**  
Visible

### Add a Transition

Show your thinking: join two choppy sentences with a connecting word.



**OWN**  
Independent

### Make It Flow

On your own, write three connected sentences using at least two transition words — no supports.



**DEFEND**  
Reflective

### Defend the Flow

Evaluate and transfer: explain how your transitions connect ideas, then improve the flow of your own writing.

## Your Writing Task

Write three sentences about one idea. Connect them with at least two transition words so the writing flows.

*Coherence means using connecting words (and, because, so, next, also) so ideas flow.*

### How Do We Measure the Level of Thinking?

|          |                                                                   |
|----------|-------------------------------------------------------------------|
| ● NOTICE | Writes choppy, disconnected sentences.                            |
| ■ CHOOSE | Uses one connecting word.                                         |
| ▼ SHOW   | Uses two or more transitions that connect ideas.                  |
| ▲ OWN    | Writes a smooth, coherent piece that flows.                       |
| ◆ DEFEND | Writes coherently AND explains how the transitions connect ideas. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M4

Guided Practice – work through the five thinking levels.

GRADE 3 • CLUSTER 5 • MODULE 4 • BRING IT TOGETHER – FOCUSED, STRUCTURED, COHERENT

Work through the five levels – NOTICE → CHOOSE → SHOW → OWN → DEFEND – writing your response in each box.



**NOTICE**  
Foundational

## What's Missing?

A piece is off in one way – focus, structure, OR coherence. **Point to what it is missing.**



**CHOOSE**  
Emergent

## Fix One Quality

With support, choose the fix for a piece that is choppy and hard to follow.



**SHOW**  
Visible

## Revise for All Three

Show your thinking: take a rough piece and improve its focus, order, AND flow.



**OWN**  
Independent

## Write It All

On your own, write a short piece that is focused, structured, and coherent. No supports.



**DEFEND**  
Reflective

## Defend the Whole

Evaluate and transfer: explain how your piece is focused, structured, AND coherent, then set a next goal.

# Show What You Know — Your Writing

Writing • Cluster 5 M4

Grade 3 • Cluster 5 • Module 4 • Bring It Together — Focused, Structured, Coherent

## Your Writing Task

Write a short informational piece that is focused (one idea), structured (clear order), and coherent (connected with transitions).

*Bring all three together: stay on one idea, keep a clear order, and connect your sentences.*

## How Do We Measure the Level of Thinking?

|          |                                                           |
|----------|-----------------------------------------------------------|
| ● NOTICE | Missing two or more of the three qualities.               |
| ■ CHOOSE | Shows one of the three qualities.                         |
| ▼ SHOW   | Shows two of the three qualities.                         |
| ▲ OWN    | Focused, structured, AND coherent all at once.            |
| ◆ DEFEND | Meets all three AND explains how the piece achieves each. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M1

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 6 • MODULE 1 • WHAT I THINK — STATING AN OPINION

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Opinion or Fact?

One sentence is a **FACT**, one is an **OPINION**. **Point to the opinion.**



**CHOOSE**  
Emergent

### Choose the Opinion

With support, choose the clear opinion sentence.



**SHOW**  
Visible

### State It Clearly

Show your thinking: turn a weak statement into a clear opinion using an opinion word.



**OWN**  
Independent

### Give Your Opinion

On your own, write a clear opinion about a topic you care about — no supports.



**DEFEND**  
Reflective

### Defend the Opinion

Evaluate and transfer: explain what makes your sentence an opinion, then find an opinion in your own writing.

# Show What You Know — Your Writing

Grade 3 • Cluster 6 • Module 1 • What I Think — Stating an Opinion

Writing • Cluster 6 M1

## Your Writing Task

Pick a topic you have an opinion about. Write ONE clear opinion sentence using an opinion word.

*An opinion says what YOU think — use words like “I think,” “I believe,” or “the best.”*

## How Do We Measure the Level of Thinking?

|          |                                                           |
|----------|-----------------------------------------------------------|
| ● NOTICE | Writes a sentence.                                        |
| ■ CHOOSE | Writes a statement that is mostly a fact.                 |
| ▼ SHOW   | States a clear opinion.                                   |
| ▲ OWN    | States a clear opinion with an opinion word.              |
| ◆ DEFEND | States a clear opinion AND explains why it is an opinion. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M2

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 6 • MODULE 2 • BECAUSE... — GIVING REASONS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Find the Reason

One sentence gives a reason for the opinion. **Point to the reason.**



**CHOOSE**  
Emergent

### Match the Reason

With support, choose the reason that supports the opinion.



**SHOW**  
Visible

### Add a Reason

Show your thinking: add a “because” reason to an opinion.



**OWN**  
Independent

### Two Reasons

On your own, state an opinion and give TWO reasons — no supports.



**DEFEND**  
Reflective

### Defend Your Reasons

Evaluate and transfer: explain how each reason supports your opinion, then add a reason to your own writing.

## Your Writing Task

State an opinion. Then give TWO reasons that support it, each with a clear “because.”

*A reason answers WHY you think what you think.*

### How Do We Measure the Level of Thinking?

|                                                                                                   |                                                             |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|  <b>NOTICE</b> | States an opinion only.                                     |
|  <b>CHOOSE</b> | Adds a reason that is weak or off-topic.                    |
|  <b>SHOW</b>   | Adds one clear reason.                                      |
|  <b>OWN</b>    | Adds two reasons that support the opinion.                  |
|  <b>DEFEND</b> | Adds two reasons AND explains how they support the opinion. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M3

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 6 • MODULE 3 • PROVE IT — SUPPORT WITH EXAMPLES

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Spot the Support

One sentence supports the reason with an example. **Point to the supporting example.**



**CHOOSE**  
Emergent

## Choose the Support

With support, choose the example that best backs the reason.



**SHOW**  
Visible

## Add an Example

Show your thinking: add an example that supports the reason.



**OWN**  
Independent

## Support It Yourself

On your own, give an opinion, a reason, AND an example that supports it — no supports.



**DEFEND**  
Reflective

## Defend Your Support

Evaluate and transfer: explain how your example proves your reason, then add support to your own writing.

# Show What You Know — Your Writing

Grade 3 • Cluster 6 • Module 3 • Prove It — Support With Examples

Writing • Cluster 6 M3

## Your Writing Task

Give an opinion and one reason. Then add an example that supports the reason.

*Support proves your reason — use “for example” to show it is true.*

### How Do We Measure the Level of Thinking?

|          |                                                       |
|----------|-------------------------------------------------------|
| ● NOTICE | Gives an opinion only.                                |
| ■ CHOOSE | Gives a reason but no support.                        |
| ▼ SHOW   | Adds an example that supports the reason.             |
| ▲ OWN    | Adds a fitting example that clearly backs the reason. |
| ◆ DEFEND | Adds support AND explains how it proves the reason.   |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M4

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 6 • MODULE 4 • MAKE YOUR CASE — A FULL OPINION PIECE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Complete or Not?

Two responses give an opinion. Point to the one that makes a complete case.



**CHOOSE**  
Emergent

### Plan the Case

With support, choose the parts a strong opinion piece needs.



**SHOW**  
Visible

### Build the Case

Show your thinking: write an opinion + one reason + support + a concluding sentence.



**OWN**  
Independent

### Write Your Case

On your own, write a full opinion piece with two reasons and support. No supports.



**DEFEND**  
Reflective

### Defend Your Case

Evaluate and transfer: explain how your piece makes a complete case, then set a goal for your next argument.

# Show What You Know — Your Writing

Writing • Cluster 6 M4

Grade 3 • Cluster 6 • Module 4 • Make Your Case — A Full Opinion Piece

## Your Writing Task

Write a full opinion piece: state your opinion, give two reasons with support, and end with a conclusion that restates your opinion.

*A complete case = opinion + reasons + support + a conclusion.*

## How Do We Measure the Level of Thinking?

|          |                                                                  |
|----------|------------------------------------------------------------------|
| ● NOTICE | States an opinion only.                                          |
| ■ CHOOSE | Opinion + a reason, no conclusion.                               |
| ▼ SHOW   | Opinion + reasons + support.                                     |
| ▲ OWN    | A complete opinion piece with a conclusion.                      |
| ◆ DEFEND | A complete, convincing case AND can explain how each part works. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M1

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 7 • MODULE 1 • THE HEART OF IT — MESSAGE & FEELING

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Words or Meaning?

One sentence retells events; one names the message. **Point to the message.**



**CHOOSE**  
Emergent

### Match the Feeling

With support, choose the feeling a hopeful poem creates.



**SHOW**  
Visible

### Name the Message

Show your thinking: read a short story and write its message in one sentence.



**OWN**  
Independent

### Find It Yourself

On your own, read a short poem and name its message AND feeling — no supports.



**DEFEND**  
Reflective

### Defend Your Reading

Evaluate and transfer: explain how the words create the message and feeling, then plan a message for your own piece.

# Show What You Know — Your Writing

Grade 3 • Cluster 7 • Module 1 • The Heart of It — Message & Feeling

Writing • Cluster 7 M1

## Your Writing Task

Think of a story or poem you know. In 1-2 lines, write its message and the feeling it creates.

*The message is the big idea; the feeling is what it makes a reader feel.*

### How Do We Measure the Level of Thinking?

|          |                                                                   |
|----------|-------------------------------------------------------------------|
| ● NOTICE | Retells events only.                                              |
| ■ CHOOSE | Names a message OR a feeling.                                     |
| ▼ SHOW   | Names both a message and a feeling.                               |
| ▲ OWN    | Names a clear message and feeling from the piece.                 |
| ◆ DEFEND | Names message and feeling AND explains how the words create them. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M2

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 7 • MODULE 2 • SHOW, DON'T TELL — VIVID WORDS & IMAGERY

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Plain or Vivid?

One line tells; one shows with an image. **Point to the vivid, show line.**



**CHOOSE**  
Emergent

## Choose the Image

With support, choose the line with a picture or comparison.



**SHOW**  
Visible

## Add an Image

Show your thinking: turn a plain sentence into a vivid one with an image or comparison.



**OWN**  
Independent

## Show It Yourself

On your own, write two vivid lines that show a feeling — use at least one comparison. No supports.



**DEFEND**  
Reflective

## Defend Your Craft

Evaluate and transfer: explain how your image creates a feeling, then add an image to your own writing.

# Show What You Know — Your Writing

Writing • Cluster 7 M2

Grade 3 • Cluster 7 • Module 2 • Show, Don't Tell — Vivid Words & Imagery

## Your Writing Task

Write two vivid lines that SHOW a feeling (not tell it). Use at least one comparison with “like” or “as.”

*Show, don't tell — paint a picture with words and a comparison.*

### How Do We Measure the Level of Thinking?

|          |                                                           |
|----------|-----------------------------------------------------------|
| ● NOTICE | Writes plain, telling lines.                              |
| ■ CHOOSE | Uses one vivid word.                                      |
| ▼ SHOW   | Uses an image or a comparison.                            |
| ▲ OWN    | Uses vivid words AND a comparison to show a feeling.      |
| ◆ DEFEND | Shows with craft AND explains how it creates the feeling. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M3

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 7 • MODULE 3 • SHAPE IT — ORDER & LINES

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### In or Out of Order?

Three story events are scrambled. **Point to the one that should come FIRST.**



**CHOOSE**  
Emergent

### Break the Lines

With support, choose the better place to break a poem line for effect.



**SHOW**  
Visible

### Shape It

Show your thinking: order three events into a beginning, middle, and end (or break a couplet into lines).



**OWN**  
Independent

### Structure It Yourself

On your own, write a tiny narrative (begin/middle/end) OR a 4-line poem — no supports.



**DEFEND**  
Reflective

### Defend the Shape

Evaluate and transfer: explain how your order or lines fit the meaning, then reshape a piece of your own.

## Your Writing Task

Write a tiny narrative with a clear beginning, middle, and end — OR a 4-line poem shaped to fit its feeling.

*Shape your piece: order the events, or break the lines, so the form fits the meaning.*

### How Do We Measure the Level of Thinking?

|          |                                                         |
|----------|---------------------------------------------------------|
| ● NOTICE | No clear shape or order.                                |
| ■ CHOOSE | Some order or line shape.                               |
| ▼ SHOW   | Clear beginning-middle-end or clear lines.              |
| ▲ OWN    | A well-shaped narrative or poem.                        |
| ◆ DEFEND | Well shaped AND explains how the form fits the meaning. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M4

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 7 • MODULE 4 • WRITE IT — COMPOSE A NARRATIVE OR POEM

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Complete or Not?

Two pieces answer the same prompt. **Point to the one that is a complete, crafted narrative.**



**CHOOSE**  
Emergent

## Plan Your Piece

With support, choose the parts your piece will need.



**SHOW**  
Visible

## Draft With Craft

Show your thinking: draft a short piece with a feeling, one image, and an ending.



**OWN**  
Independent

## Compose Independently

On your own, compose a complete short narrative OR poem with craft. No supports.



**DEFEND**  
Reflective

## Defend Your Piece

Evaluate and transfer: explain the craft moves you used, then set a goal for your next piece.

# Show What You Know — Your Writing

Writing • Cluster 7 M4

Grade 3 • Cluster 7 • Module 4 • Write It — Compose a Narrative or Poem

## Your Writing Task

Compose a short narrative OR poem of your own. Give it a clear feeling, at least one vivid image, a clear shape, and a satisfying ending.

*Use everything: message + feeling, vivid images, a clear shape, and a real ending.*

## How Do We Measure the Level of Thinking?

|          |                                                              |
|----------|--------------------------------------------------------------|
| ● NOTICE | An incomplete or shapeless piece.                            |
| ■ CHOOSE | Has a feeling OR an image.                                   |
| ▼ SHOW   | Has feeling, an image, and a shape.                          |
| ▲ OWN    | A complete, crafted narrative or poem with an ending.        |
| ◆ DEFEND | A crafted, complete piece AND explains the craft moves used. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M1

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 8 • MODULE 1 • THE BIG IDEA — A RESEARCH THESIS

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Fact or Big Idea?

One sentence is a single fact; one is the big idea the facts show. **Point to the big idea.**



**CHOOSE**  
Emergent

### Choose the Thesis

With support, choose the sentence that could be a research thesis.



**SHOW**  
Visible

### Write the Idea

Show your thinking: read three facts and write the one idea they add up to.



**OWN**  
Independent

### Build a Thesis

On your own, turn a small set of facts into a clear central idea — no supports.



**DEFEND**  
Reflective

### Defend Your Thesis

Evaluate and transfer: explain how the facts support your thesis, then plan a thesis for your own topic.

## Your Writing Task

Imagine you gathered three facts about a topic. Write the ONE central idea (thesis) they add up to.

*A thesis is the big idea — what all your facts show together.*

### How Do We Measure the Level of Thinking?

|          |                                                    |
|----------|----------------------------------------------------|
| ● NOTICE | Restates a single fact.                            |
| ■ CHOOSE | States a topic, not an idea.                       |
| ▼ SHOW   | States a clear central idea.                       |
| ▲ OWN    | States a thesis several facts could support.       |
| ◆ DEFEND | States a thesis AND explains how facts support it. |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M2

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 8 • MODULE 2 • SORT THE FACTS — RELEVANT INFORMATION

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Fits or Not?

One fact does NOT support the thesis. **Point to the off-topic fact.**



**CHOOSE**  
Emergent

### Choose the Relevant Fact

With support, choose the fact that supports the thesis.



**SHOW**  
Visible

### Keep or Cut

Show your thinking: from a small list, keep the facts that fit and cross out the ones that don't.



**OWN**  
Independent

### Gather Relevant Facts

On your own, list three facts that would support this thesis — no supports.



**DEFEND**  
Reflective

### Defend Your Facts

Evaluate and transfer: explain why each fact supports the thesis, then gather facts for your own topic.

## Your Writing Task

Write a thesis. Then list three facts that would support it — all relevant, none off-topic.

*A relevant fact supports your thesis — leave out anything that doesn't fit.*

### How Do We Measure the Level of Thinking?

|                                                                                                   |                                                       |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|  <b>NOTICE</b> | Lists facts with no thesis.                           |
|  <b>CHOOSE</b> | Lists facts, some off-topic.                          |
|  <b>SHOW</b>   | Lists three relevant facts.                           |
|  <b>OWN</b>    | Lists relevant facts that clearly support the thesis. |
|  <b>DEFEND</b> | Lists relevant facts AND explains why each fits.      |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M3

Guided Practice — work through the five thinking levels.

GRADE 3 • CLUSTER 8 • MODULE 3 • PUT IT TOGETHER — ORGANIZE & SYNTHESIZE

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

## Grouped or Scattered?

Two versions present facts. **Point to the one where facts are grouped and connected.**



**CHOOSE**  
Emergent

## Choose the Connector

With support, choose the word that connects two facts into one point.



**SHOW**  
Visible

## Synthesize It

Show your thinking: combine two facts into one sentence that makes a bigger point.



**OWN**  
Independent

## Organize a Paragraph

On your own, organize a thesis + three facts into a short paragraph — no supports.



**DEFEND**  
Reflective

## Defend Your Organization

Evaluate and transfer: explain why your order and connections make sense, then organize your own research.

# Show What You Know — Your Writing

Writing • Cluster 8 M3

Grade 3 • Cluster 8 • Module 3 • Put It Together — Organize & Synthesize

## Your Writing Task

Organize a thesis and three facts into a short research paragraph — grouped, connected, and in a logical order.

*Synthesize: connect your facts so they make one clear point, not a scattered list.*

### How Do We Measure the Level of Thinking?

|          |                                                   |
|----------|---------------------------------------------------|
| ● NOTICE | Lists scattered facts.                            |
| ■ CHOOSE | Facts in a rough order.                           |
| ▼ SHOW   | Thesis + grouped, connected facts.                |
| ▲ OWN    | A well-organized, synthesized research paragraph. |
| ◆ DEFEND | Synthesizes AND explains how the facts connect.   |

# Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M4

Guided Practice — work through the five thinking levels.

## GRADE 3 • CLUSTER 8 • MODULE 4 • THE RESEARCH PAPER — PUT IT ALL TOGETHER

Work through the five levels — NOTICE → CHOOSE → SHOW → OWN → DEFEND — writing your response in each box.



**NOTICE**  
Foundational

### Complete or Not?

Two responses research the same topic. **Point to the complete research response.**



**CHOOSE**  
Emergent

### Plan the Paper

With support, choose the parts a research response needs.



**SHOW**  
Visible

### Build the Response

Show your thinking: write a thesis + two facts + a synthesis sentence + a conclusion.



**OWN**  
Independent

### Write the Paper

On your own, write a full short research response with a thesis, relevant facts, and a conclusion. No supports.



**DEFEND**  
Reflective

### Defend Your Research

Evaluate and transfer: explain how your response is complete and well-organized, then set a next research goal.

# Show What You Know — Your Writing

Writing • Cluster 8 M4

Grade 3 • Cluster 8 • Module 4 • The Research Paper — Put It All Together

## Your Writing Task

Write a short research response: a thesis, three relevant facts, a synthesis sentence, and a conclusion.

*A full research response = thesis + relevant facts + synthesis + a conclusion.*

## How Do We Measure the Level of Thinking?

|          |                                                                |
|----------|----------------------------------------------------------------|
| ● NOTICE | States a thesis or facts only.                                 |
| ■ CHOOSE | Thesis + some facts, no organization.                          |
| ▼ SHOW   | Thesis + relevant facts + a conclusion.                        |
| ▲ OWN    | A complete, organized research response.                       |
| ◆ DEFEND | A complete research response AND explains how it is organized. |