

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?

 NOTICE	Points to an opening.
 CHOOSE	Chooses the stronger opening.
 SHOW	Chooses it and names one reason.
 OWN	Judges the opening and explains why.
 DEFEND	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.

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.

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?

● NOTICE	Writes one part.
■ CHOOSE	Writes two of the three parts.
▼ SHOW	Writes all three parts.
▲ OWN	Writes a hook, topic sentence, and preview that fit together.
◆ DEFEND	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?

 NOTICE	Restates a detail.
 CHOOSE	Writes a general sentence about the topic.
 SHOW	Writes a closing sentence that restates the main idea.
 OWN	Writes a clear closing sentence, not just one detail.
 DEFEND	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?

 NOTICE	States a detail.
 CHOOSE	Names the topic only.
 SHOW	Writes an introduction that names the topic and sets up the piece.
 OWN	Writes a clear introduction that sets up the whole piece, not just one detail.
 DEFEND	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?

 NOTICE	Adds an unrelated detail.
 CHOOSE	Adds a general detail loosely connected to the topic.
 SHOW	Adds one relevant detail.
 OWN	Adds two relevant details connected to the main idea.
 DEFEND	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?

 NOTICE	Writes one part of the piece.
 CHOOSE	Writes two of the three parts.
 SHOW	Writes all three parts, though one is underdeveloped.
 OWN	Writes an introduction, a developed idea with relevant details, and a conclusion.
 DEFEND	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?

 NOTICE	Writes sentences with no clear idea.
 CHOOSE	Most sentences relate to one idea.
 SHOW	All sentences stay on one idea.
 OWN	Keeps a clear, tight focus across the piece.
 DEFEND	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?

● NOTICE	States an opinion only.
■ CHOOSE	Adds a reason that is weak or off-topic.
▼ SHOW	Adds one clear reason.
▲ OWN	Adds two reasons that support the opinion.
◆ DEFEND	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.

Show What You Know — Your Writing

Grade 3 • Cluster 8 • Module 2 • Sort the Facts — Relevant Information

Writing • Cluster 8 M2

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?

● NOTICE	Lists facts with no thesis.
■ CHOOSE	Lists facts, some off-topic.
▼ SHOW	Lists three relevant facts.
▲ OWN	Lists relevant facts that clearly support the thesis.
◆ DEFEND	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.