

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Writing strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.1</a></li> <li>○ <a href="#">CCSS.W.3.2</a></li> <li>○ <a href="#">CCSS.W.3.3</a></li> <li>○ <a href="#">CCSS.W.3.a</a></li> </ul> </li> <li>● <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.4</a></li> <li>○ <a href="#">CCSS.W.3.5</a></li> <li>○ <a href="#">CCSS.W.3.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.7</a></li> <li>○ <a href="#">CCSS.W.3.8</a></li> </ul> </li> <li>● <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.10</a></li> </ul> </li> </ul>
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<b>W.3.1</b>				
	<b>Anchor Standard: Writing</b> <i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Writing (W)	Text Types and Purposes		
Standard		Vertical Alignment		
Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>B. Provide reasons that support the opinion.</li> <li>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>D. Provide a concluding statement or section.</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.1.1, 2.1</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.1, 5.1</td> </tr> </table>	<i>Previous Grades:</i> W.1.1, 2.1	<i>Future Grades:</i> W.4.1, 5.1
<i>Previous Grades:</i> W.1.1, 2.1	<i>Future Grades:</i> W.4.1, 5.1			
Clarification Statement		Vocabulary for Teacher Development		

The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take positions and provide lists of reasons in support of these positions.

- **editing:** the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more. linking words and
- **phrases:** words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)
- **point of view:** a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument
- **purpose:** the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **reasons/reasoning:** an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
- **revision/revising:** the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors
- **strengthen:** to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.
- **task:** (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the

choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

- **topic:** the subject or matter being discussed or written about in a text, speech, etc.

**Students Who Demonstrate Understanding Can...**

- pick an issue or topic and determine if they agree or disagree with the issue.
- develop an opinion.
- use text evidence or other supporting evidence to support opinion and point of view on topics or texts.
- organize supporting evidence of opinion into a structured list of reasons using linking words and phrases with the evidence that supports it.
- wrap up opinion with a conclusion that restates and emphasizes point of view.

W.3.2		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
Standard	Vertical Alignment	
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, and details.</li> <li>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>D. Provide a concluding statement or section.</li> </ul>	<p><i>Previous Grades:</i> W.1.2, 2.2</p>	<p><i>Future Grades:</i> W.4.2, 5.2</p>

Clarification Statement	Vocabulary for Teacher Development
<p>The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood.</p>	<ul style="list-style-type: none"> <li>● <b>editing:</b> the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.</li> <li>● <b>illustration:</b> a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li>● <b>linking words and phrases:</b> words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)</li> <li>● <b>purpose:</b> the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> </ul>
<p><b>Students Who Demonstrate Understanding Can...</b></p>	
<ul style="list-style-type: none"> <li>● choose an interesting yet manageable subject/topic.</li> <li>● identify information that is relevant to the topic to incorporate as details.</li> <li>● engage the reader with an introduction/hook that presents the topic.</li> <li>● introduce and develop the topic with clear information supported by facts, definitions, and details.</li> <li>● organize and structure the text by using linking words and phrases to connect ideas.</li> <li>● make sure to incorporate facts and details appropriate to the topic and define any important terms.</li> <li>● add illustrations to the writing when appropriate to help with comprehension.</li> <li>● write a concluding statement that wraps up and summarizes information.</li> </ul>	

W.3.3		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i></p>	
Grade	CCSS Domain	CCSS Strand
3	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p><i>Previous Grades:</i> W.1.3, 2.3</p>	<p><i>Future Grades:</i> W.4.3, 5.3</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>The teacher supports the development of being able to write a narrative using real or imagined experiences using descriptive details and a clear sequence of events. The students must create characters that use dialogue, describe the actions, thoughts, and feelings of the characters to develop experiences and events or show the response of characters to situations in the story.</p>	<ul style="list-style-type: none"> <li>● <b>literary work describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise</li> <li>● <b>account editing:</b> the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language,</li> <li>● <b>eliminating redundancy, and more event:</b> a thing that happens</li> <li>● <b>occurrence purpose:</b> the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- create narratives with clear sequences of events using temporal words and phrases.
- develop narratives with a narrator and/or characters using dialogue and descriptions of actions, thoughts, and feelings.
- create a beginning, middle and end of a narrative with a sense of closure.
- develop characters by showing their response to situations in the narrative.
- use descriptive details to develop real or imagined experiences.

W.3.a		
	<p><b>Anchor Standard: Writing</b></p> <p><i>New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i></p>	
Grade	CCSS Domain	CCSS Strand
3	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
3rd grade students will: <ul style="list-style-type: none"> <li>A. gather relevant information from multiple sources, including oral knowledge;</li> <li>B. apply digital tools to gather, evaluate, and use information.</li> </ul>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 4.a, 4.b, 5.a, 5.b
Clarification Statement	Vocabulary for Teacher Development	
Students will gather information using various sources, such as oral knowledge. Students will also navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.	<ul style="list-style-type: none"> <li>● <b>oral knowledge:</b> information that is received, preserved and transmitted through speech from one generation to another. This knowledge can encompass aspects of life from birth to death, including the natural world and environment.</li> <li>● <b>digital tools:</b> programs, online resources, and websites that contain information.</li> <li>● <b>evaluate:</b> form an idea, assess</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● Use multiple sources, such as oral knowledge, to gather information about a topic.</li> <li>● Understand how to use digital tools such as programs, online resources, and websites</li> <li>● Apply knowledge of digital tools to gather information.</li> <li>● Apply digital tools to evaluate information for validity, quality, and relevance.</li> <li>● Use the information gathered from digital tools for specific purposes.</li> </ul>		

W.3.4				
	<b>Anchor Standard: Writing</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.4, 5.4</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.4, 5.4
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.4, 5.4			
Clarification Statement		Vocabulary for Teacher Development		
<p>The teacher in third grade needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph.</p>		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>draft writing pieces that adhere to a clear topic or purpose.</li> <li>demonstrate attention to organization (e.g. beginning, middle, end, topic sentence and supporting details).</li> </ul>				

W.3.5		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Writing (W)</b>	<b>Production and Distribution of Writing</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<i>Previous Grades:</i> W.1.5, 2.5	<i>Future Grades:</i> W.4.5, 5.5
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students in third grade with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?”	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>• engage in all steps of the writing process, including planning, revising, editing, rewriting.</li> <li>• incorporate revisions to make substantive changes to writing.</li> <li>• edit writing, aligned to 3rd grade language standards.</li> </ul>		

W.3.6				
	<b>Anchor Standard: Writing</b> <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.1.6, 2.6</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> W.1.6, 2.6	<i>Future Grades:</i> W.4.6, 5.6
<i>Previous Grades:</i> W.1.6, 2.6	<i>Future Grades:</i> W.4.6, 5.6			
Clarification Statement		Vocabulary for Teacher Development		
Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers, as well as practice word processing skills. The teacher provides support and guidance.		<ul style="list-style-type: none"> <li>● <b>digital tools:</b> tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.</li> <li>● <b>interact:</b> to act in such a manner as to influence another</li> <li>● <b>publish:</b> to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● use resources and technology incorporating keyboarding, functions (bold, underline, font style, font size, margins, and page orientation), internet tools (search engines, dictionaries, thesaurus, spell and grammar check), to prepare and publish their writing.</li> <li>● work together with others to create a writing project.</li> <li>● provide feedback to others through use of collaborative tools (such as document sharing, comments, etc.).</li> </ul>				

W.3.7				
	<p><b>Anchor Standard: Writing</b></p> <p><i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Conduct short research projects that build knowledge about a topic.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.1.7, 2.7</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.7, 5.7</td> </tr> </table>	<i>Previous Grades:</i> W.1.7, 2.7	<i>Future Grades:</i> W.4.7, 5.7
<i>Previous Grades:</i> W.1.7, 2.7	<i>Future Grades:</i> W.4.7, 5.7			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students investigate a specific topic and complete a short research project to build knowledge about that topic.		<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● select appropriate sources to obtain information to support the student's idea, topic or task (such as text, articles, encyclopedias, atlas, search engines or databases).</li> <li>● take notes to record and summarize information about the topic being researched.</li> <li>● analyze gathered information for relevance (will it support the topic) and determine if the information should or should not be included in the writing.</li> <li>● use graphic organizers to move information into a structure that is used when writing a research report. (Heading, subheading, key details, illustrations, captions, graphs, charts, etc...).</li> <li>● reference sources of information if citing text evidence.</li> </ul>				

W.3.8				
	<b>Anchor Standard: Writing</b> <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> W.1.8, 2.8</td> <td style="width: 50%;"><i>Future Grades:</i> W.4.8, 5.8</td> </tr> </table>	<i>Previous Grades:</i> W.1.8, 2.8	<i>Future Grades:</i> W.4.8, 5.8
<i>Previous Grades:</i> W.1.8, 2.8	<i>Future Grades:</i> W.4.8, 5.8			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students think about and use personal experiences and/or information collected from print and digital resources. Students take simple notes and sort the information into categories, which are provided by the teacher		<ul style="list-style-type: none"> <li>● <b>digital sources:</b> refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non digital formats</li> <li>● <b>evidence:</b> facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● use knowledge from personal life experiences, text, or other sources of information to recall facts and details.</li> <li>● create notes from information to sort/organize facts and details into categories</li> </ul>				

W.3.10				
	<b>Anchor Standard: Writing</b> <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Writing (W)	Range of Writing		
<b>Standard</b>		<b>Vertical Alignment</b>		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.10, 5.10</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.10, 5.10
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.10, 5.10			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>write a variety of writing pieces throughout the school year in various genres.</li> <li>engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.</li> <li>write across genres.</li> </ul>				