

Writing Grade Expectations: Grade 3

Standard 1.5: Writing Dimensions

Writing Process

W3: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Standard 1.6: Writing Conventions

Writing Conventions

W3: 2 In independent writing, students demonstrate command of appropriate English conventions by...

- Using capital letters for the beginning of sentences and names
- Writing contractions with an apostrophe and common abbreviations with a period
- Using *end* punctuation correctly in simple sentences (e.g., period, question mark, exclamation point)

W3: 3 In independent writing, students demonstrate command of conventional English spelling by...

- Identifying words that *might be* misspelled
- Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling
EXAMPLES: single-syllable words, short, long, or *r*-influenced vowel patterns, including frequently occurring vowel teams—*ea*, *oy*, *ai*
- Representing common syllable patterns and affixes within multisyllabic words
- Correctly spelling common homophones (e.g., “be/bee”; “there/ their/they’re”; “sail/sale”)

Standard 5.18: Structures

Structures of Language

W3: 4 Students demonstrate command of the structures of the English language by...

- Writing a variety of complete simple sentences
EXAMPLES: declarative, exclamatory, interrogative
- Recognizing complete sentences
EXAMPLES: simple and compound sentences
- Recognizing indentations for new paragraphs

Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

Writing in Response to Literary or Informational Text

W3: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- Setting context using author, title, and one reference to what text is about
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

W3: 6 In response to literary or informational text, students make and support analytical judgments about text by...

- Stating a focus (purpose), when responding to a given question
- Using prior knowledge, details, or references to text to support focus
- Making inferences about content, events, characters, or setting

W3: 7 In response to literary or informational text, students engage readers by...

- Organizing ideas, using basic transition words, and having a concluding statement/sentence (organization)

Standard 1.8: Reports

Standard 1.19: Research

Informational Writing: Reports

W3: 8 In reports, students organize information by...

- Grouping ideas into a beginning, middle, and end
- Using basic transition words

EXAMPLES: “first,” “then,” “next,” “finally”

W3: 9 In reports, students effectively convey a perspective on a subject by...

- Establishing a topic (purpose)
- Stating a focus/controlling idea (purpose) on a topic

EXAMPLE: “Dogs” = topic; “Dogs make good pets.” = focus

W3: 10 In reports, students demonstrate use of a range of elaboration strategies by...

- Including details/information relating to topic
- Including details/information relevant to focus
- Including details for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images

Standard 1.9: Narratives

Standard 5.11: Literary Elements and Devices

Expressive Writing: Narratives

W3: 11 In written narratives, students organize and relate a story line plot/series of events by...

- Creating a clear, understandable story line with a beginning, middle, and end

W3: 12 Students demonstrate use of narrative strategies by...

- Using details
- Identifying characters

Standard 1.10: Procedures

Informational Writing: Procedures

W3: 13 In written procedures, students organize steps of procedures by...

- Providing a purpose for the procedure with clear directions
- Using numbering or words to arrange the steps in a logical manner

EXAMPLES: “first,” “next”

- Using relevant vocabulary
- Providing a list of materials to be used, if appropriate
- Providing a concluding statement

W3: 14 In written procedures, students anticipate the readers’ needs by...

No GLE at this grade level

Standard 1.11: Persuasive Writing

Informational Writing: Persuasive Writing

W3: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W3: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

Standard 1.12: Personal Essay

Expressive Writing: Reflective Essay

W3: 17 In reflective writing, students make connections between personal experiences and ideas by...

- Using details to establish place, time, and situation (purpose)
- Establishing focus, when responding to a given question or idea
- Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings: questioning or comparing

Standard 1.23: Poetry

Standard 5.11: Literary Elements and Devices

Expressive Writing: Poetry

W3: 18 In writing poetry, demonstrate awareness of purpose by...

- Establishing a clear topic or focus (purpose)

W3: 19 In writing poetry, use language effectively by...

- Using simple visual images to describe
- Using simple poetic forms
EXAMPLES: haiku, rhyming couplets, shape/concrete poems