

# Writing Standards

GRADE 3



## Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
W.3.1	Write opinion pieces on topics or texts, using reasons to support one's point of view.	Section 3
	a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.	Lessons 42-45, 67
	b. Provide reasons that support the opinion.	Lessons 46-48, 50, 66, 68-70, 72
	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Lessons 67, 92-93
	d. Provide a concluding statement or section.	Lessons 49, 51, 71
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Section 2
	a. Introduce a topic clearly and group related information in together; include illustrations when useful to aiding comprehension.	Lessons 23-26, 59
	b. Develop the topic with facts, definitions, and details.	Lessons 27-29, 31, 58, 60-62, 64, 94
	c. Use linking words and phrases e.g., also, another, and, more, but) to connect ideas within categories of information.	Lessons 36, 59, 92
	d. Provide a concluding statement or section.	Lessons 30, 32, 63
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Section 4
	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Lessons 74-77
	b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations	Lesson 78, 83-84
	c. Use a temporal words and phrases to signal event order.	Lesson 81
	d. Provide a sense of closure.	Lesson 79

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## Production and Distribution of Writing

Standard Code	Standard	Top Score Writing Lessons
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Lessons 1, 82, 89, 91, 96-100
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	Lessons 35, 38, 40, 54, 56, 86, 88
W.3.6	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.	Teacher directed

## Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
W.3.7	Conduct short research projects that build knowledge about a topic.	Various text sets on topics
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Text sets and digital curriculum
W.3.9	(Begins in grade 4)	N/A

## Range of Writing

Standard Code	Standard	Top Score Writing Lessons
W.3.10	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.	Section 5 Lessons 34, 37, 39, 53, 55, 57, 85, 87

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## Foundational Writing Skills: Sound-letter basics and Handwriting

Standard Code	Standard	Top Score Writing Lessons
WF.3.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Teacher directed throughout lessons
WF.3.2	Standard ends at grade 2.	N/A

## Foundational Writing Skills: Spelling

Standard Code	Standard	Top Score Writing Lessons
WF.3.3	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., <i>ough</i> , <i>augh</i> , <i>old</i> , <i>-ind</i> , <i>-ost</i> , <i>-ild</i> families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., <i>teacher's</i> , <i>teachers'</i> ). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., <i>re-</i> , <i>pre-</i> , <i>sub-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i> ; <i>-able</i> , <i>-ness</i> , <i>-ful</i> , <i>-tion</i> ). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.	Teacher directed throughout lessons