

Writing Standards

GRADE 3



Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

Standard Code	Standard	Top Score Writing Lessons
3.W.1	Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	Teacher-directed
3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	Lessons 45-64 71-76, 96, 99, 101, 103
3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	Lessons 23-44, 65-70, 100, 102
3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	Lessons 77-91

Writing Standards

GRADE 3



3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	Lessons 1-103
	b. Use available technology to produce and publish legible documents.	Teacher-directed
3.W.6	Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)	Lessons 23-44, 65-70
3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence. d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)	Grammar Slides 5-28, 33-36, 44-60, 69-72, 81-132, 141-144, 165-181
3.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. b. Punctuation – I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). c. Spelling – I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E)	Grammar Slides 1-4, 61-64, 73-80, 149-156