

Grade 3 Writing Standards



OHIO

Writing Foundations

Standard Code	Standard	Top Score Writing Lessons
WF.3.1	Write legibly in manuscript and/or cursive. a. Write letters legibly to focus attention on composing ideas rather than forming letters. b. Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	Teacher-directed expectation
WF.3.2	a. Encode words, aligned with scope and sequence of adopted HQIM. b. Encode words with patterns, aligned with scope and sequence of adopted HQIM.	Teacher-directed expectation
WF.3.3	Write complete sentences that demonstrate knowledge of conventions. a. Include the parts of a complete sentence (subject and predicate). b. Identify and correct sentence fragments and run-on sentences. c. Use articles a, an, and the correctly. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.	Grammar: Days 15-18, 81-82 (articles and abbreviations not addressed)

Writing

Standard Code	Standard	Top Score Writing Lessons
W.3.1	Write opinion pieces that include: a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons that support a point of view with evidence or examples; d. A concluding statement or section; e. Organizational structure; f. Linking words and phrases; g. Relevant vocabulary; h. Complete sentences; and i. Grade-level phonics-based spelling.	45-64, 71-76 (spelling not addressed)
W.3.2	Write informative/explanatory pieces that include: a. An introduction with a clear topic sentence; b. Facts, definitions, and/or details to develop the topic; c. A concluding statement or section; d. Organizational structure; e. Linking words and phrases; f. Relevant vocabulary; g. Complete sentences; and h. Grade-level phonics-based spelling.	1-44, 65-70 (spelling not addressed)

Writing (continued)

Standard Code	Standard	Top Score Writing Lessons
W.3.3	Write narratives that develop real or imagined sequenced events including: a. An introduction; b. A situation with a narrator and/or characters; c. Dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; d. A conclusion; e. Organizational structure; f. Temporal words and phrases; g. Descriptive details; h. Complete sentences; and i. Grade-level phonics-based spelling.	77-91 (spelling not addressed)
W.3.4	With gradually fading adult support, produce writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	1-103
W.3.5	With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	11, 19, 21, 40, 41, 43, 62, 63, 86, 90
W.3.6	With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	—
W.3.7	Engage in brief research projects, collaboratively and independently, by: a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence structure.	—
W.3.8	Recall information from personal experiences or gather information from sources to: a. Take brief notes; b. Sort evidence into focused categories; and c. Answer a specific question in writing.	1-76, 97-98
W.3.10	Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	1-103