

WRITING

THIRD GRADE

The writing competencies common to all four ELA standards that students are developing during grade 3 are:

Spelling

- Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing

Handwriting

- Write legibly all uppercase and lowercase manuscript letters
- Write legibly all uppercase and lowercase cursive letters

Composition

- Write in response to the reading of imaginative and informational texts
- Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast)
- Write in a variety of formats, such as print and multimedia
- Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Use grade-level vocabulary and sentence patterns in writing
- Write sentences in logical order and use paragraphs to organize topics
- Review work independently for spelling and conventional capitalization and punctuation
- Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report)
- Convey personal voice in writing
- Begin to use literary elements in creative writing (e.g., figurative language)
- Combine information from multiple sources when writing reports
- Present and discuss own writing in conferences with teacher and peers, and respond with feedback

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes (e.g., tell stories, share information, give directions)
- Publish writing for classroom or school display

The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Use at least two sources of information in writing a report (UNITS 2-6)
- Take notes to record data, facts, and ideas, following teacher direction (UNITS 4, 6)
- State a main idea and support it with facts and details (UNITS 1-6)
- Use organizational patterns such as compare/contrast and time/order for expository writing (UNITS 1-6)
- Connect personal experiences to new information from school subject areas (UNITS 1-6)
- Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs (UNITS 2, 4)
- Produce clear, well-organized reports and accounts that demonstrate understanding of a topic (UNITS 2-4, 6)
- Support interpretations and explanations with evidence from text (UNITS 1-6)
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)
- Compare and contrast ideas between two sources, with assistance (UNITS 1-6)

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Develop original literary texts that
 - contain characters, simple plot, and setting (UNIT 4)
 - use rhythm and rhyme to create short poems and songs (UNITS 2-6)
 - use dialogue (UNITS 4, 6)
 - use vivid language (UNITS 1-6)
 - use descriptive language to create an image (UNITS 1-6)
- Write interpretive and responsive essays that
 - describe literary elements such as plot, setting, and characters (UNITS 1-2, 4-6)
 - express a personal response (UNITS 1-6)
 - describe themes of literary texts, with assistance (UNITS 1-3)
 - compare and contrast elements of texts, with assistance (UNITS 1-6)
- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story (UNITS 1-2, 4-6)
- Produce imaginative stories and personal narratives that show development, organization, and effective language (UNITS 1, 3-4)
- Use resources such as personal experiences and elements from other texts and performances to stimulate own writing (UNITS 1-3, 6)
- Use computer to create and respond to literary texts (UNITS 1-6)
- Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Use a variety of prewriting tools to organize ideas and information (UNITS 2-6)
- State a main idea, theme, or opinion and provide supporting details from the text (UNITS 1-6)
- Use relevant examples, reasons, and explanations to support ideas (UNITS 2-6)
- Express opinions and make judgments that demonstrate a personal point of view (UNIT 5)
- Use personal experiences and knowledge to analyze new ideas (UNITS 1-3, 6)
- Analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text (UNITS 1-2, 4-6)
- Create an advertisement, using words and pictures, to illustrate an opinion about a product (UNIT 5)
- Use effective vocabulary in expository writing (UNITS 2-4)
- Use details from stories or informational texts to predict or explain relationships between information and events (UNITS 1-6)
- Use ideas from two sources of information to generalize about causes, effects, or other relationships (UNITS 1-6)
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write with a partner (UNITS 1-6)
- Respect the age, gender, social position, and cultural traditions of the recipient (UNITS 1-6)
- Develop a personal voice that enables the reader to get to know the writer, with assistance (UNITS 1-2, 4)
- Use the tone, vocabulary, and sentence structure of informal conversation (UNIT 6)
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

GRAMMAR USAGE MECHANICS

UNIT 1:

- Sentence Structure-complete thought, capital letters, punctuation marks (Tested)
- Subjects (Tested)
- Predicates (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory) (Tested)
- Compound Sentences (Tested)
- Clauses and Conjunctions
- Simple Sentences (Tested)

UNIT 2:

- Common and Proper Nouns (Tested)
- Singular and Plural Nouns (Tested)
- Irregular Plural Nouns (Tested)
- Singular Possessive Nouns (Tested)
- Plural Possessive Nouns (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)

UNIT 3:

- Action and Linking Verbs (Tested)
- Main and Helping Verbs (Tested)
- Subject Verb Agreement (Tested)
- Present, Past, and Future Verbs (Tested)
- Irregular Verbs (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)

UNIT 4:

- Singular and Plural Pronouns (Tested)
- Subject and Object Pronouns (Tested)
- Possessive Pronouns (Tested)
- Pronouns (Tested)
- Contractions (Tested)
- Prepositions (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)
- Punctuation-Apostrophe

UNIT 5:

- Adjectives and Articles (Tested)
- Adjectives that Compare (Tested)
- Adverbs (Tested)
- Adverbs that Compare (Tested)
- Conjunctions (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)

UNIT 6:

- Capital Letters (Tested)
- Abbreviations (Tested)
- Combining Sentences (Tested)
- Commas (Tested)
- Quotations (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)