

**Grade 3 – WRITING
Skills Based Report Card**

Language and Word Study Skills and Expectations	Standards	Students will be able to...
Capitalizes words as needed	L3.2.A- Capitalize appropriate words in titles.	Consistently capitalize all words as needed.
Uses punctuation correctly	L3.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Independently use punctuation that has been taught in writing.
Uses parts of speech correctly (nouns, verbs, adjectives, etc.)	L3.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Consistently and independently use parts of speech correctly in writing.
Uses learned spelling skills	L3.2.E- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Use all learned spelling skills, apply learned skills to new words, and spell at a more advanced level.
Uses learned and new vocabulary in writing	<p>L3.4- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L3.5- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	Independently use learned vocabulary in writing in more sophisticated ways.

Writing Skills and Expectations	Standards	Students will be able to...
Writes opinion pieces on topics or texts, supporting a point of view with reasons	W3.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.	Independently and consistently write to a specific purpose that has been taught and includes three paragraphs.
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly	W3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Independently and consistently write to a specific purpose that has been taught and includes three paragraphs.
Writes narratives to develop real or imagined experiences or events	W3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Independently and consistently write to a specific purpose that has been taught and includes three paragraphs.
Applies learned writing strategies	<p>W3.4- 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.)</p> <p>W3.10-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.</p>	Independently apply learned writing strategies.
Uses an effective opening in writing	<p>W3.1.A- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W3.2.A- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W3.3.A- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	Use an effective opening in writing.
Provides details to support topic	<p>W3.1.B- Provide reasons that support the opinion.</p> <p>W3.2.B- Develop the topic with facts, definitions, and details.</p>	Independently be able to provide well developed and effective details that support a topic.

	W3.3.B- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	
Uses transition words	<p>W3.1.C- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W3.2.C- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W3.3.C- Use temporal words and phrases to signal event order.</p>	Independently use transition words appropriately and effectively in writing.
Uses an effective closing in writing	<p>W3.1.D- Provide a concluding statement or section.</p> <p>W3.2.D- Provide a concluding statement or section.</p> <p>W3.3.D- Provide a sense of closure.</p>	Use an effective closing in writing.
Supports writing with details, examples from texts, and/or research	<p>W3.1.B- Provide reasons that support the opinion.</p> <p>W3.2.B- Develop the topic with facts, definitions, and details.</p> <p>W3.3.B- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	Independently and consistently provide details, examples from texts and/or research to support a topic.
Uses the writing process to revise, edit, improve and publish writing	W3.5- 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 here.)	Follow the steps of the writing process. Produce published work with almost no errors, effectively incorporate feedback from peers/teachers.