

Grade 3 Writing: Grade Level Expectations

Essential Academic Learning Requirements [EALR] for Writing K-10

EALR 1: The student understands and uses a writing process

Component 1.1 Uses pictures and talk for thinking about planning writing.

Component 1.2 Produces Drafts.

Component 1.3 Revises to improve text.

Component 1.4 Edits Text.

Component 1.5 Publishes text to share with audience.

Component 1.6 Adjusts writing processes as necessary.

EALR 2: The student writes in a variety of forms for different audiences and purposes

Component 2.1 Adapts writing for a variety of audiences.

Component 2.2 Writes for different purposes.

Component 2.3 Writes in a variety of forms/genres.

Component 2.4 Writes for career applications.

EALR 3: The student writes clearly and effectively

Component 3.1 Develops ideas and organizes writing.

Component 3.2 Uses appropriate style.

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1 Analyzes and evaluates others' and own writing.

Component 4.2 Sets goals for improvement.

Cited from Washington State's Essential Academic Learning Requirements:
<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 3 Writing: Grade Level Expectations

GRADE 3

In third grade, students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., tables of contents, chapters). Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing.

EALR 1: The student understands and uses a writing process

Component 1.1 Uses pictures and talk for thinking about planning writing.

1.1.1 Applies at least one strategy for generating ideas and planning writing.

- Talks to generate ideas and rehearse writing (e.g., dialogue with a partner, role playing, talking into a tape recorder).
- Plans intentionally with some detail using visual tools (e.g., webs, diagrams, drawings, graphic organizers).
- Gathers information from more than one source and takes notes.

Component 1.2 Produces Drafts.

1.2.1 Produces a draft of multiple paragraphs over time.

- Uses a prewriting plan to draft text.
- Works on one draft on a single topic over several days.

Component 1.3 Revises to improve text.

1.3.1 Revises text by adding, deleting, substituting, and moving words and phrases.

- Rereads own writing for meaning orally or silently.
- Rereads work several times and has a different focus for each reading (e.g., first reading — checking for repetitious beginnings; second reading — looking for specific nouns).
- Participates in peer conference (e.g., "I improved on ____." "I was confused by ____.").
- Makes decisions about writing based on feedback.
- Collects additional data and revises.

Component 1.4 Edits Text.

1.4.1 Applies understanding of editing appropriate for grade level (see 3.3).

- Identifies and corrects errors in grade level conventions.
- Uses checklist for editing.
- Uses references when editing (e.g., word wall, dictionary, friend).

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 3 Writing: Grade Level Expectations

Component 1.5 Publishes text to share with audience.

1.5.1 Publishes own writing.

- Publishes work crediting author and illustrator, sometimes including dedication.
- Includes text features (e.g., title, headings, information about the author, illustrations, captions).
- Uses a variety of available technology as part of publication (e.g., software program, overhead projector, video).

Component 1.6 Adjusts writing processes as necessary.

1.6.1 Applies understanding of the recursive nature of writing process.

- Revises at any stage of process.
- Edits as needed at any stage.

1.6.2 Uses collaborative skills to adapt writing process.

- Contributes to different parts of the process when writing a class book (e.g., class develops ideas together; small group or partners collaborate to produce each page).

1.6.3 Uses knowledge of time constraints to adjust writing process.

- Works on one draft over several days or weeks adjusting work to fit the time frame.
- Allots amount of time for each stage of writing process for on-demand writing.

EALR 2: The student writes in a variety of forms for different audiences and purposes

Component 2.1 Adapts writing for a variety of audiences.

2.1.1 Understands that writing changes for different audiences.

- Writes for community (business people) and distant peers (pen pals).
- Demonstrates knowledge of specific audiences (e.g., formal greeting and closing when writing to a firefighter).

Component 2.2 Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

Identifies purpose of writing (e.g., to reflect, to request information).

- Writes for own purposes (e.g., communicates with friends, reminders to self).
- Writes to respond to literature in some detail (e.g., connections to self, text, and the world).
- Writes stories (e.g., fictional narrative).
- Writes to learn (e.g., science notebooks, class notes, summaries of nonfiction or literary passages).
- Writes to explain (e.g., tells which grade was a favorite and explains why, explains why a bar graph is a better choice than a pie chart to display data, explains why an apple is a better snack than a candy bar).

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 3 Writing: Grade Level Expectations

Component 2.3 Writes in a variety of forms/genres.

2.3.1 Uses a variety of forms/genres.

- Selects form to match purpose (e.g., a report to explain).
- Maintains a log or portfolio to track variety of forms/genres used.
- Uses a variety of new forms/genres.

Examples:

- ~ comics
- ~ fairy tales
- ~ reports
- ~ charts
- ~ procedures (e.g., science experiment)
- ~ summaries (e.g., story, social studies passage)
- ~ directions (to a location)
- ~ free verse

Component 2.4 Writes for career applications.

2.4.1 Produces documents used in a career setting.

- Fills out forms (e.g., library card application, contest entry, survey).
- Writes invitations (e.g., party, family night, open house).

EALR 3: The student writes clearly and effectively

Component 3.1 Develops ideas and organizes writing.

3.1.1 Analyzes ideas, selects topic, adds detail, and elaborates.

- Selects from a wide range of topics (e.g., friendship, volcanoes).
- Maintains focus on specific topic.
- Provides details and/or support (e.g., examples, descriptions, reasons).
- Uses personal experience and observation to support ideas.
- Develops characters, setting, and events in narratives.
- Selects appropriate title for a piece of writing.

3.1.2 Organizes writing with a beginning, middle, and ending.

- Organizes ideas into logical chunks of information (e.g., paragraphs, tables, verses in poetry).
- Writes a variety of beginnings and endings (e.g., begins with an amazing fact or background information; ends with something new to think about or cliffhanger).
- Uses transitions to connect episodes, descriptions, explanations, or facts (e.g., afterward, later on, in addition, also).
- Organizes narratives with an evident problem and solution.
- Describes procedures sequentially (e.g., steps in a scientific experiment).
- Organizes expository writing logically (e.g., grouped by category; hypothesis and results; reasons and details/ examples).

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 3 Writing: Grade Level Expectations

Component 3.2 Uses appropriate style.

3.2.1 Writes with voice.

- Uses word choice to show emotion and interest.
- Uses “book language” (e.g., mimics the voice of a character in a book).
- Demonstrates commitment to topic (e.g., sustains writing, elaborates, shows knowledge of topic).

3.2.2 Uses language appropriate for a specific audience and purpose.

- Selects specific words (e.g., hollered vs. said) and specialized vocabulary (e.g., transparent vs. clear).
- Selects interesting and effective words from various sources (e.g., multicultural literature, television, environmental print, cultural background).
- Uses literary devices (e.g., onomatopoeia, alliteration).

3.2.3 Uses more than one sentence type and structure.

- Writes a variety of sentence beginnings (e.g., starts with an adverb: “Quickly, the snake slithered away.”).
- Writes a variety of sentence lengths.
- Writes a variety of sentence structures (e.g., “I went outside. The streets were muddy after the storm ended.”).
- Writes a variety of sentence types (e.g., declarative, imperative, exclamatory, interrogative).
- Writes free verse poems with repeated sentence beginnings.

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

3.3.1 Uses legible handwriting.

- Maintains consistency in printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase).

3.3.2 Spells words appropriate for the grade level accurately.

- Uses spelling rules and patterns from previous grades.
- Spells high-frequency words (e.g., because, there, their).
- Uses phonetic spelling for challenging words.
- Recognizes and uses grade level appropriate spelling patterns.

Examples:

~ Unusual vowel patterns (e.g., aw, ou, oy)

~ Affixes (e.g., un-, pre-, -ed)

~ Plurals rules (e.g., cat to cats, glass to glasses, carry to carries)

~ Double consonant rules (e.g., bunny, hopping, hotter, hottest)

- Recognizes words that may be misspelled and makes corrections.

Cited from Washington State’s Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 3 Writing: Grade Level Expectations

- Uses resources to find correct spelling for words identified as misspelled (e.g., word walls, student dictionaries, peers).

3.3.3 Applies capitalization rules.

- Uses capitalization rules from previous grades.
- Capitalizes person's title (e.g., President Smith vs. the president).
- Capitalizes first word inside quotation marks.
- Capitalizes all proper nouns.

3.3.4 Applies punctuation rules.

- Uses punctuation rules from previous grades.
- Uses period after an abbreviation or initial (e.g., Dr. Georgia Scott, M.D.).
- Uses comma between the day of the month and the year (e.g., March 2, 2000).
- Uses comma between city and state (e.g., Seattle, Washington).
- Uses commas in a series (e.g., She bought red socks, white shoes, and a blue dress. OR She bought red socks, white shoes and a blue dress.).
- Uses comma in compound sentences. Uses commas in numbers greater than four digits (e.g., 10,000).
- Uses quotation marks in dialogue.
- Uses apostrophe in possessive nouns (e.g., the dog's house, the dogs' houses).

3.3.5 Applies usage rules.

- Applies usage rules from previous grades.
- Uses would have instead of would of.
- Uses correct pronoun as subject (e.g., I vs. me).
- Uses consistent verb tense.
- Uses future tense correctly, especially in dialogue.
- Does not use double negatives.
- Uses appropriate homonym (e.g., it's vs. its, your vs. you're, their vs. there vs. they're, to vs. two vs. too).

3.3.6 Uses complete sentences in writing.

- Does not use "run-together" sentences (e.g., They went to the store they bought groceries.).
- Does not use sentence fragments (e.g., Going into town.).

3.3.7 Applies paragraph conventions.

- Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 3 Writing: Grade Level Expectations

3.3.8 Applies conventional forms for citations.

- Cites sources (e.g., lists titles and authors).

EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1 Analyzes and evaluates others' and own writing.

4.1.1 Analyzes and evaluates writing using established criteria.

- Identifies professional authors' styles and techniques (e.g., use of details, word choice, voice).
- Critiques a peer's writing and supports the opinion using established criteria (e.g., content, organization, style, conventions).

4.1.2 Analyzes and evaluates own writing using established criteria.

- Identifies specific strength in writing (e.g., sentence beginnings, spelling).
- Explains strengths and weaknesses of own writing using criteria (e.g., WASL rubric and anchor papers, checklists, scoring guides).
- Chooses written work for a portfolio (e.g., selects best piece from each grading period) and justifies the decision with criteria.

Component 4.2 Sets goals for improvement.

4.2.1 Evaluates and adjusts writing goals using criteria.

- Confers with teacher to set goals (e.g., make my words more interesting change the beginnings of sentences examine transitions for effectiveness).
- Sets goals comparing own writing to rubric and anchor papers (e.g., WAS rubric, state and district anchor papers).
- Evaluates own use of writing process and sets goals (e.g., "My prewrite helped me because _____").
- Maintains a written log of goals.

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>