

Grade 3 Report Card – Parent Support
WRITING
Marking Period Expectations for Standards Based Report Card

Language and Word Study Skills and Expectations	Standards	MP 1: 3 RD Grade Level Expectations	MP 2: 3 RD Grade Level Expectations	MP 3: 3 RD Grade Level Expectations
Capitalizes words as needed	L3.2.- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Consistently capitalize words at the beginning of a sentence, holidays, product names, and geographic names.	Consistently capitalize words at the beginning of a sentence, holidays, product names, and geographic names, appropriate words in titles.	Consistently capitalize words at the beginning of a sentence, holidays, product names, and geographic names, appropriate words in titles.
Uses punctuation correctly	L3.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Independently use periods, question marks and exclamation points at the end of sentences. Use commas in greetings and closings of letters. Use apostrophes to form contractions.	Independently use periods, question marks and exclamation points at the end of sentences. Use commas in greetings and closings of letters. Use apostrophes to form contractions and possessives.	Independently use periods, question marks and exclamation points at the end of sentences. Use commas in greetings/closings of letters, in addresses and in dialogue. Use apostrophes to form contractions and possessives. Use quotation marks in dialogue.
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 irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Produce, expand, and rearrange simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). Independently uses adjectives and adverbs	Consistently and independently forms irregular plural nouns and regular and irregular verbs. Produce, expand, and rearrange simple, compound, and complex sentences. Independently uses adjectives and adverbs. Explain the function of nouns, pronouns, verbs, and adjectives in general	Consistently and independently forms irregular plural nouns and regular and irregular verbs. Produce, expand, and rearrange simple, compound, and complex sentences. Independently uses adjectives and adverbs. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general. Form and use comparative and superlative adjectives and adverbs.
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,	Use all learned spelling skills, apply learned skills to new words.	Use all learned spelling skills, apply learned skills to new words.	Use all learned spelling skills, apply learned skills to new words, and spell at a more advanced level.

	cries, happiness).			
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. Use context clues to determine meaning of words. Determine the meaning of new words when an affix is added (e.g., agreeable/disagreeable, care/careless).	Independently use learned vocabulary in writing. Use context clues to determine meaning of words. Determine the meaning of new words when an affix is added (e.g., agreeable/disagreeable, care/careless, heat/preheat).	Independently use learned vocabulary in writing. Use context clues to determine meaning of words. Determine the meaning of new words when an affix is added (e.g., agreeable/disagreeable, care/careless). Use glossaries or dictionaries both print and digital, to determine meaning of unknown words. Distinguish meaning among words that describe states of mind (e.g., <i>knew, believed, suspected, wondered</i>). Distinguish the literal and nonliteral meaning of words and phrases in context (e.g., <i>take steps</i>). Uses temporal phrases (e.g., <i>After dinner</i>).

Writing Skills and Expectations	Standards	MP 1: 3 RD Grade Level Expectations	MP 2: 3 RD Grade Level Expectations	MP 3: 3 RD Grade Level Expectations
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.	N/A	N/A	Independently and consistently write to a specific purpose that has been taught. Introduce the topic, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Uses linking words and phrases (<i>e.g., because, therefore, since, for example</i>). Provide a conclusion.
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.	N/A	Independently and consistently write to a specific purpose that has been taught. Introduce a topic to support comprehension. Develop a topic with facts, definitions, and details. Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas. Provide a conclusion.	Independently and consistently write to a specific purpose that has been taught. Introduce a topic to support comprehension. Develop a topic with facts, definitions, and details. Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas.
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. Introduce a narrator or characters. Organize sequence of events. Use dialogue and description of actions, thoughts and feelings to develop events or characters. Provide a sense of closure.	Independently and consistently write to a specific purpose that has been taught. Introduce a narrator or characters. Organize sequence of events. Use dialogue and description of actions, thoughts and feelings to develop events or characters. Provide a sense of closure.	Independently and consistently write to a specific purpose that has been taught. Introduce a narrator or characters. Organize sequence of events. Use dialogue and description of actions, thoughts and feelings to develop events or characters. Provide a sense of closure.
Applies learned writing strategies	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.)	Use writing workshop time productively. Build writing stamina.	Use writing workshop time productively. Build writing stamina. Organize writing to produce clear beginning, middle, and end.	Use writing workshop time productively. Build writing stamina. Organize writing to produce well-developed beginning, middle, and end.

	<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>			
<p>Uses an effective opening in writing</p>	<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>	<p>Use an effective opening in writing. Include action, dialogue, or setting lead in narrative writing.</p>	<p>Use an effective opening in writing. Introduce a topic to support comprehension.</p>	<p>Use an effective opening in writing. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>
<p>Uses transition words</p>	<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>	<p>Independently use temporal words and phrases appropriately and effectively in writing (e.g., <i>In the evening, Before I ate</i>).</p>	<p>Independently use transition words appropriately and effectively in writing (e.g., <i>also, another, and, more, but</i>).</p>	<p>Independently use transition words appropriately and effectively in writing (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>

<p>Uses an effective closing in writing</p>	<p>W3.1.D- Provide a conclusion.</p> <p>W3.2.D- Provide a conclusion.</p> <p>W3.3.D- Provide a sense of closure.</p>	<p>Use an effective closing in writing.</p>	<p>Use an effective conclusion in writing.</p>	<p>Use an effective conclusion in writing.</p>
<p>Uses the writing process to revise, edit, improve and publish writing</p>	<p>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.)</p>	<p>Follow the steps of the writing process. Produce published work. Effectively incorporate feedback from peers/teachers.</p>	<p>Follow the steps of the writing process. Produce published work. Effectively incorporate feedback from peers/teachers.</p>	<p>Follow the steps of the writing process. Produce published work. Effectively incorporate feedback from peers/teachers.</p>