

Grade 3 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage III		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
3.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)	HI-7: writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).	Persuasive
3.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)	HI-4: writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.	Expository
	HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length.(e.g., science text chapter, article, book, oral presentations, etc.).	Expository

Grade 3 Writing

<p>3.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)</p>	<p>HI-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.</p>	<p>Narrative</p>
<p>3.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>HI-2: writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.</p>	<p>Narrative</p>
	<p>HI-6: writing a variety of functional text that address audience, stated purpose and context:</p> <ul style="list-style-type: none"> • Letters • Directions • Procedures • Graphs/Tables • Brochures. 	<p>Functional</p>
<p>3.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
<p>3.W.06 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>		
<p>3.W.07 - Conduct short research projects that build knowledge about a topic. (Essential)</p>		
<p>3.W.08 - Recall information from experiences or gather</p>	<p>HI-3: taking notes using self selected formats based upon</p>	<p>Expository</p>

Grade 3 Writing

information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text).	
3.W.09 - (Begins in grade 4)		
3.W.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.		

Grade 3 Writing

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Writing - Stage III		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
	HI-1: legibly writing cursive upper and lower case letters of the alphabet.	Penmanship
	HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns.	Spelling
	HI-3: spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).	Spelling
	HI-4: using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	Capitalization
	HI-5: using punctuation for: <ul style="list-style-type: none"> • sentence endings • semi-colons in a series, introductory clauses, dialogue and direct address • quotation marks for dialogue and titles • colons to punctuate business letter salutations • apostrophes to punctuate contractions and plural possessives. 	Punctuation

Grade 3 Writing

	HI-6: using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.	Grammar/Parts of Speech
	HI-7: using verb tenses (simple and progressive) in a variety of writing applications	Grammar/Parts of Speech
	HI-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	Syntax/Sentence Construction
	HI-10: using interrogative sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-11: using exclamatory sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-12: using imperative sentences in a variety of writing applications.	Syntax/Sentence Construction

Grade 3 Writing

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
3.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)		
3.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)		
3.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)		
3.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose.	Pre-Writing
3.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	HI-1: generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).	Pre-Writing
	HI-2: evaluating, organizing and selecting ideas that reflect the audience and purpose.	Pre-Writing
	HI-3: using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.	Drafting
	HI-4: revising a student draft as a class, in small groups and independently with audience and	Revising

Grade 3 Writing

	purpose in mind	
Continued... 3.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	HI-5: reviewing student drafts for errors in conventions* as a class, in small groups and Independently using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)	Editing
3.W.06 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	HI-6: publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time (e.g., 15 minutes).	Publishing
3.W.07 - Conduct short research projects that build knowledge about a topic. (Essential)		
3.W.08 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
3.W.09 - (Begins in grade 4)		
3.W.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.	HI-7: using time management strategies to publish products within a teacher specified period of time.	Publishing

Grade 3 Writing

Standard 4: The students will integrate elements of effective writing to develop engaging and focused text.		
3.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)		
3.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)		
3.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)		
3.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	HI-1: producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres HI-2: producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses. HI-3: choosing ideas, words, details and structure that reflect audience and purpose.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
3.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
3.W.06 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to		

Grade 3 Writing

interact and collaborate with others.		
3.W.07 - Conduct short research projects that build knowledge about a topic. (Essential)		
3.W.08 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
3.W.09 - (Begins in grade 4)		
3.W.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.		

Grade 3 Writing

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.		
3.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons. (Essential)		
3.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Essential)		
3.W.03 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Essential)		
3.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
3.W.05 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
3.W.06 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		

Grade 3 Writing

<p>3.W.07 - Conduct short research projects that build knowledge about a topic. (Essential)</p>	<p>HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.</p>	<p>Research</p>
<p>3.W.08 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>HI-1: recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.</p>	<p>Research</p>
<p>3.W.09 - (Begins in grade 4)</p>		
<p>3.W.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>		