

**THIRD GRADE**  
**(Six-Trait Foci: Sentence Fluency, Word Choice)**  
**EALR 1 – The Writing Process**

- 1.1 PREWRITE - 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)
  - 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
- 1.2 DRAFT - Produces a draft of multiple paragraphs over time.**  
**(HP: Preferably a draft on a single topic with 3-5 paragraphs of 5-6 sentences each, including an introduction and conclusion)**
- Uses a prewriting plan to draft text
  - Works on one draft on a single topic over several days
- 1.3 REVISE - Revises text by adding and deleting 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 conferences (e.g. “I improved on \_\_\_\_.” “I was confused by \_\_\_\_.”)
  - Makes decisions about writing based on feedback
  - Collects additional data and revises
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
  - Uses a checklist for editing
  - Uses references when editing (e.g. word wall, dictionary, friend)
- 1.5 PUBLISH - 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, video)
  - (HP: Final draft in legible print or cursive)**
- 1.6 Adjusts writing process as necessary**  
**Applies understanding of the recursive nature of writing process.**
- Revises at any stage of process
  - Edits as needed at any stage
- Uses collaborative skills to adapt writing process**
- Contributes to different parts of the process when writing a class book
- 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

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**EALR 2 – Writing in a Variety of Forms for Different Audiences and Purposes**

**2.1 AUDIENCE**

**Understands that writing changes for different audiences.**

- Writes for community (business people) and distant peers (pen pals)
- Demonstrates knowledge of specific audiences

**2.2 PURPOSE**

**Demonstrates understanding of different purposes for writing.**

- Identifies purpose of writing
- Writes for own purposes
- Writes to respond to literature in some detail
- Writes to stories
- Writes to learn
- Writes to explain
- (HP: Writes to persuade)**

**2.3 FORMS/GENRES**

**Uses a variety of forms/genres.**

- Selects form to match purpose
- Maintains a log or portfolio to track variety of forms/genres used
- Uses a variety of new forms/genres (e.g. comics, fairy tales, reports, charts, procedures, summaries, directions to a location free verse)

**2.4 CAREER APPLICATIONS**

**Produces documents used in a career setting.**

- Fills out forms
- Writes invitations

## THIRD GRADE

### EALR 3 – Clear and Effective Writing (Through Use of the Six Traits: Ideas, Organization, Sentence Fluency, Word Choice, Voice, Conventions)

#### 3.1 IDEAS - Analyzes ideas, selects topic, adds detail and elaborates.

- Selects from a wide range of topics
- Maintains focus on a specific topic
- Provides details and/or support
- Uses personal experience and observation to support ideas
- Develops characters, setting, and events in narratives
- Selects appropriate title for a piece of writing

#### **ORGANIZATION – Organizes writing with a beginning, middle, and ending.**

- Organizes ideas into logical chunks of information
- Writes a variety of beginnings and endings
- Uses transitions to connect episodes, descriptions, explanations, or facts
- Organizes narratives with an evident problem and solution
- Describes procedures sequentially
- Organizes expository writing logically

#### 3.2 STYLE

#### **VOICE – Writes with voice.**

- Uses words to show emotion and interest
- Uses “book language”
- Demonstrates commitment to topic

#### **WORD CHOICE – Uses language appropriate for a specific audience and purpose.**

- Selects specific words
- Selects interesting and effective words from various sources
- Uses literary devices

#### **SENTENCE FLUENCY – Uses more than one sentence type and structure.**

- Writes a variety of sentence beginnings
- Writes a variety of sentence lengths
- Writes a variety of sentence structures
- Write a variety of sentence types
- Writes free verse poems with repeated sentence beginnings

#### 3.3 CONVENTIONS

#### **Uses legible handwriting.**

- Maintains consistency in printing or cursive handwriting

#### **SPELLING – Spells words appropriate for the grade level accurately.**

- Uses spelling rules and patterns from previous grades
- Spells high-frequency words correctly
- Uses phonetic spelling for challenging words
- Recognizes and uses grade level appropriate spelling patterns (e.g. unusual vowel patterns, affixes, plurals rules, double consonant rules)
- Recognizes words that may be misspelled and makes corrections
- Uses resources to find correct spelling for words identified as misspelled

**CAPITALIZATION – Applies capitalization rules.**

- ❑ Uses capitalization rules from previous grades
- ❑ Capitalizes person's title
- ❑ Capitalizes first word inside quotation marks
- ❑ Capitalizes all proper nouns

**PUNCTUATION – Applies punctuation rules.**

- ❑ Uses punctuation rules from previous grades
- ❑ Uses period after an abbreviation or initial
- ❑ Uses comma between city and state
- ❑ Uses commas in a series
- ❑ Uses comma in compound sentences
- ❑ Uses commas in numbers greater than four digits
- ❑ Uses quotation marks in dialogue
- ❑ Uses colon when writing time
- ❑ Uses apostrophe in possessive nouns

**GRAMMAR - Applies usage rules.**

- ❑ Applies usage rules from previous grades
- ❑ Uses *would have* instead of *would of*
- ❑ Uses correct pronoun as subject
- ❑ Uses consistent verb tense
- ❑ Uses future tense correctly, especially in dialogue
- ❑ Does not use double negatives
- ❑ Uses appropriate homonym

**Uses complete sentences in writing.**

- ❑ Does not use “run-together” sentences
- ❑ Does not use sentence fragments

**Applies paragraph conventions.**

- ❑ Uses paragraph conventions

**Applies conventional forms for citations.**

- ❑ Cites sources

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**EALR 4 – Analyzing and Evaluating Writing**

**4.1 ANALYZES AND EVALUATES OTHERS' AND OWN WRITING**

**Analyzes and evaluates writing using established criteria.**

- ❑ Identifies professional authors' styles and techniques
- ❑ Critiques a peer's writing and supports the opinion using established criteria

**Analyzes and evaluates own writing using established criteria**

- ❑ Identifies specific strengths in writing
- ❑ Explains strengths and weaknesses of own writing using criteria
- ❑ Chooses written work for a portfolio

**4.2 GOALS**

**Evaluates and adjusts writing goals using criteria.**

- ❑ Confers with teacher to set goals
- ❑ Sets goals by comparing own writing to rubric and anchor or papers
- ❑ Evaluates own use of writing process and sets goals
- ❑ Maintains a written log of goals