

## Grade Level Expectations

### Grade 3 Writing Standard Matrix

Literature Standards	Academic Activities	Assessment
<p>W-3-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <p>W-3-1.1 Writing a variety of complete simple sentences</p> <p>W-3-1.5 Recognizing complete sentences</p>	▪	
<p><b>W-3-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <p>W-3-2.1 Selecting appropriate information to set context/background</p> <p>W-3-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts</p>	▪	
<p><b>W-3-3</b> <b>In response to literary or informational text, students make and support analytical judgments about text by...</b></p> <p>W-3-3.1 Stating a focus (purpose), when responding to a given question</p> <p>W-3-3.2 Making inferences about content, events, characters, or setting</p> <p>W-3-3.3 Using details or references to text to support focus (Note: support may include prior knowledge)</p> <p>W-3-3.4 Organizing ideas, using basic transition words (e.g., first, next, then, finally) and having a concluding statement</p>		
<p><b>W-3-4</b> <b>In written narratives, students organize and relate a story line/plot/series of events by...</b></p> <p>W-3-4.1 Creating a clear, understandable story line with a beginning, middle, and end</p> <p>W-3-5.1 Using details</p> <p>W-3-5.3 Identifying characters</p>		
<p><b>W-3-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <p>W-3-6.1 Grouping ideas with a beginning, middle, and end</p> <p>W-3-6.3 Using basic transition words, when appropriate</p>		
<p><b>W-3-7</b> In informational writing, students effectively convey purpose by...</p> <p>W-3-7.1 Establishing a topic</p> <p>W-3-7.2 Stating a focus/controlling idea on a topic</p>		
<p><b>W-3-8</b> <b>In informational writing, students demonstrate use of a range of elaboration strategies by ...</b></p> <p>W-3-8.1 Including details/information relating to topic</p> <p>W-3-8.2 Including details/information relevant to focus</p> <p>W-3-8.3 Including details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</p>		
<p><b>W-3-9</b> <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <p>W-3-9.2 Using capital letters for the beginning of sentences and names</p> <p>W-3-9.4 Using <b>end</b> punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)</p> <p>W-3-9.5 Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling</p>		