



Spark a Mind & Change a Life

Kansas College and Career Ready ELA Writing for Third Grade

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons
 - a. Know the difference between fact and opinion
 - b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
 - c. Provide reasons that support the opinion
 - d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
 - e. Provide a concluding statement or section
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
 - b. Develop the topic with facts, definitions, and details
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
 - d. Provide a concluding statement or section
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
 - c. Use temporal words and phrases to signal event order. d. Provide a sense of closure

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing
- W.3.6 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

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

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Language in Writing

- W.3.10 Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing
- W.3.10.a Choose words and phrases for effect
- W.3.10.b Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning
- W.3.10.c Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs
- W.3.10.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk)
- W.3.10.e Ensure subject-verb and pronoun-antecedent agreement when writing
- W.3.10.f Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- W.3.10.g Use coordinating and subordinating conjunctions
- W.3.10.h Produce simple, compound, and complex sentences
- W.3.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- W.3.11.a Capitalize appropriate words in titles
- W.3.11.b Use commas in addresses
- W.3.11.c Use commas and quotation marks in dialogue
- W.3.11.d Form and use possessives
- W.3.11.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- W.3.11.f Use spelling patterns and generalizations when writing words
- W.3.11.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Range of Writing

- W.3.12 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