

**Kansas City, Kansas Public Schools Unified District #500**  
**Grade 3 Writing Language Arts Standards**

**Standard - 1: Writing**

The students write effectively for a variety of audiences, purposes, and contexts.

*Grade 3 Writing Benchmarks*

- 3.1.1 The student writes narrative text using the writing process.
- 3.1.1.1 chooses and write about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
  - 3.1.1.2 practices writing by using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T)
  - 3.1.1.3 develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
  - 3.1.1.4 discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting revising: N,E,T)
  - 3.1.1.5 uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.1.6 writes a piece with an introduction, body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.1.7 writes paragraph(s) with a topic sentence and supporting details. (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.1.8 shares emotions and feelings about the topic with an awareness of the reader. (Voice: prewriting, drafting, revising: N,E,T)
  - 3.1.1.9 recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
  - 3.1.1.10 chooses words and phrases appropriate for purposes and audiences (e.g., family, peers, teachers). (Word Choice: prewriting, drafting, revising: N,E,T)
  - 3.1.1.11 writes complete sentences that vary in length and that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
  - 3.1.1.12 write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
  - 3.1.1.13 recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
  - 3.1.1.14 begins to use dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
  - 3.1.1.15 *Indicator not at this grade level*
  - 3.1.1.16 capitalizes proper nouns as well as beginnings of sentences using correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
  - 3.1.1.17 uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E,T)
  - 3.1.1.18 correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
  - 3.1.1.19 attempts to use correct paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)
- 3.1.2 The student writes expository text using the writing process.

**Kansas City, Kansas Public Schools Unified District #500**  
**Grade 3 Writing Language Arts Standards**

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- 3.1.2.1 chooses and writes about an idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.2 develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.3 writes by using (1) personal experience (2) observations (3) begins to incorporate information from varied resources and formally recognizes sources. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.4 expresses information in own words using details and complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.5 discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.6 gives credit to the author, title, or Web site. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.7 constructs a simple bibliography with author and title. (Ideas and Content: prewriting, drafting, revising: N,E,T)
- 3.1.2.8 uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T)
- 3.1.2.9 writes a piece with an introduction, body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
- 3.1.2.10 writes paragraph(s) with a topic sentence and supporting details. (Organization: prewriting, drafting, revising: N,E,T)
- 3.1.2.11 begins to use transitions to allow ideas to flow smoothly within the writing peice. (Organization: prewriting, drafting, revising: N,E,T)
- 3.1.2.12 writes feelings and thoughts about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E,T)
- 3.1.2.13 recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
- 3.1.2.14 chooses words and phrases appropriate for purpose and audience (e.g., family, peers, teachers). (Word Choice: prewriting, drafting, revising: N,E,T)
- 3.1.2.15 writes complete sentences that vary in length and are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
- 3.1.2.16 write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
- 3.1.2.17 recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
- 3.1.2.18 *Indicator not at this grade level*
- 3.1.2.19 capitalizes proper nouns, as well as beginnings of sentences and uses correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
- 3.1.2.20 Uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E,T)
- 3.1.2.21 correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
- 3.1.2.22 attempts to use correct paragraph division to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)

**Kansas City, Kansas Public Schools Unified District #500**  
**Grade 3 Writing Language Arts Standards**

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- 3.1.3 The student writes technical text using the writing process.
- 3.1.3.1 chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
  - 3.1.3.2 uses supporting details, which helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
  - 3.1.3.3 discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
  - 3.1.3.4 *Indicator not at this grade level*
- 3.1.3.5
- 3.1.3.6 uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.3.7 writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.3.8 writes a piece in sequential order. (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.3.9 begins to use simple transitions (e.g., first, second, third, finally). (Organization: prewriting, drafting, revising: N,E,T)
  - 3.1.3.10 begins to write with an awareness of purpose and audience (e.g., letters, simple reports, directions, brochures). (Voice: prewriting, drafting, revising: N,E,T)
  - 3.1.3.11 attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T)
  - 3.1.3.12 chooses words that are accurate and make the message clear (e.g., technical terms). (Word Choice: prewriting, drafting, revising: N,E,T)
  - 3.1.3.13 *Indicator not at this grade level*
  - 3.1.3.14 write compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N,E,T)
  - 3.1.3.15 capitalizes proper nouns and beginnings of sentences and uses correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
  - 3.1.3.16 uses correct grammar when writing sentences or phrases. (Conventions: prewriting, drafting, revising: N,E,T)
  - 3.1.3.17 uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)
  - 3.1.3.18 uses graphic devices (e.g., charts, graphs, maps, illustrations, other text features). (Conventions: prewriting, drafting, revising: N,E,T)

**Standard - 2: Research**

The student applies reading and writing skills to demonstrate learning.

**Kansas City, Kansas Public Schools Unified District #500**  
**Grade 3 Writing Language Arts Standards**

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*Grade 3 Writing Benchmarks*

- 3.2.1 The student uses effective research practices.
- 3.2.1.1 discusses curriculum topics or topics of interest.
- 3.2.1.1ex **Instructional Examples: The teacher...**  
 (a) in the different content areas, discusses important ideas or events of interest and discusses where more information about these ideas or event can be found. The teacher then has the library media specialist show the students (in the library) where these resources can be found.
- 3.2.1.2 formulates both broad and specific questions at knowledge and comprehension levels and seeks answers.
- 3.2.1.2ex **Instructional Examples: The teacher...**  
 (a) has students read an expository text, then develop questions about the topic which are not answered by the text.  
 (b) guides the students in using a K-W-L Chart.
- 3.2.1.3 recognizes, with guidance, that different formats exist.
- 3.2.1.3ex **Instructional Examples: The teacher...**  
 (a) shows students that information can be found in various forms (e.g., books, magazines, videos, Internet, CD ROM, etc.). The teacher has these resources available to the students for observation and explains where these resources can be found.
- 3.2.1.4 locates appropriate information (e.g., print, non-print).
- 3.2.1.4ex **Instructional Examples: The teacher...**  
 (a) encourages classroom discussion about appropriate information using examples such as Internet, speeches, interviews, and text.
- 3.2.1.5 records information.
- 3.2.1.5ex **Instructional Examples: The teacher...**  
 (a) models to the students how information from two sources can be recorded in a bibliography. The teacher demonstrates this process on the overhead using bibliography examples from different sources.  
 (b) guides students to record key ideas on a graphic organizer then use the organizer to write a report.
- 3.2.1.6 organizes and shares information.
- 3.2.1.6ex **Instructional Examples: The teacher...**  
 (a) divides the class into three groups. Then the teacher provides one group with a picture book on plants, another group with an encyclopedia containing the topic plants, and allows another group Internet access. The teacher encourages the students to locate

**Kansas City, Kansas Public Schools Unified District #500**  
**Grade 3 Writing Language Arts Standards**

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the information and take notes using note cards, organize their information, and share the information with the class. The students from each group must explain from where their information came.

3.2.1.7 evaluates relevant information.

3.2.1.7ex **Instructional Examples: The teacher...**

(a) in math class, writes a story problem including unnecessary information. The teacher guides the students in eliminating information that is not necessary to determining the correct answer.

3.2.2 The student uses ethical research practices.

3.2.2.1 discusses what constitutes plagiarism.

3.2.2.1ex **Instructional Examples: The teacher...**

(a) allows for classroom discussion about plagiarism, including real-life examples.

(b) directs students to role play situations in which one student portrays an author and the other one who has plagiarized that author's work. Discuss how the author might feel and the consequences for the plagiarizer.

3.2.2.2 expresses information in own words using details and complete sentences.

3.2.2.2ex **Instructional Examples: The teacher...**

(a) models summarizing with a short piece of nonfiction text. Together, the teacher and students identify words and phrases from the text that are important to the understanding of the main idea. These words and phrases are then used to create complete sentences expressing the information in the text.

3.2.2.3 gives credit to author, title, or website.

3.2.2.3ex **Instructional Examples: The teacher...**

(a) provides students with various resource materials in order for them to discuss ownership.

(b) provides models for students, of ways that their textbooks give credit.

3.2.2.4 constructs a simple bibliography with author and title.

3.2.2.4ex **Instructional Examples: The teacher...**

(a) directs students to write about a famous person noting the book(s) and author used.