

ELA Grade 3 Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

(Adapted from Washington State's Essential Academic Learning Requirements)

Quality of Writing—Content and Style

- Narrate a character's actions, thoughts, feelings, and words.
- Describe how characters respond to situations.
- Provide reasons using details, facts, and definitions.

Quality of Writing—Editing

- Revise sentences for precise and accurate words and phrases.
- Revise sentences to most effectively connect ideas.

Conventions—Grammar and Sentence Formation

- Produce simple, compound, and complex sentences.
- Use simple verb forms and tenses (e.g., I walked; I walk; I will walk).
- Form and use regular and irregular verbs as well as possessive and abstract nouns (e.g., childhood).
- Understand and use pronouns, adjectives, and adverbs.
- Use coordinating and subordinating conjunctions.

Conventions—Punctuation, Capitalization, and Spelling

- Use commas, quotation marks, and capitalization.
- Use knowledge of base words, word families, syllable patterns, ending rules, suffixes, and spelling.

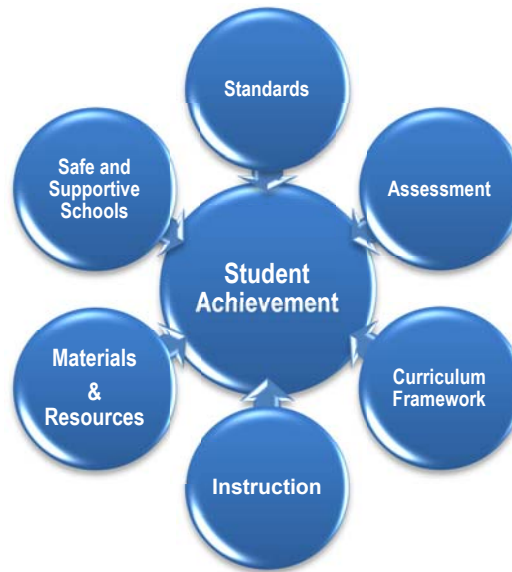
PA Core Instructional Shifts in ELA/Literacy

1. Balance of informational and literary texts
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text-based answers
5. Usage of source material
6. Academic vocabulary

Diagnostic Category Skills List

Quality of Writing—Focus and Organization

- Organize and introduce topics, opinions, events, and characters for the reader.
- Group related information.
- Accurately connect events and ideas (e.g., and, but, before, after, since).
- Provide conclusions.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

CLASSROOM DIAGNOSTIC TOOLS

ELA: Writing Grade 3 Grade Level Summary and Diagnostic Category Skills List

The English Language Arts summary for grade 3 describes the performance in English Language Arts that students in grade 3 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Writing. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.

