

## Third Grade Six Traits Charts

### Idea

- **One clear topic**

*Strategies:* Narrow and focused topic

- **Meaningful details that support the idea**

*Strategies:* Paraphrase; Summarize; Main ideas; Definitions; Characters' description; Plot: rising action, climax, falling action, resolution; Reasons; Facts; Evidence; Similarities/Differences

- **Details that show not tell**

*Strategies:* Description; Action

### Organization

- **Structure**

*Strategies:* Chronological order; Logical sequence; Informal letter format; Description

- **Plan**

*Strategies:* Take notes; Outline; Research

- **Introduction: Engages the reader**

*Strategies:* Action; Onomatopoeia; Fact; Question; Riddle; Repeating line; List; Dialogue; Shocking statement; Quote

- **Paragraphs**

*Strategies:* Topic sentence; Details; Headings

- **Conclusion: Ties it all together**

*Strategies:* Reflection; Recommendation; Question; Restate topic; Answers question

## Voice

- **Writing reflects students' feelings and opinions**

*Strategies:* Joyful; Angry; Sad; Excited; Surprised; Persuasive; Mysterious; Objective

## Word Choice

- **Vivid verbs**

*Strategies:* Replace overused verbs

- **Naming nouns**

*Strategies:* Nouns are specific

- **Adjectives and adverbs**

*Strategies:* Use descriptive words with nouns and verbs

- **Figurative language**

*Strategies:* Sensory details; Simile; Metaphor; Onomatopoeia

- **Academic language**

*Strategies:* Discipline-specific

## Sentence Fluency

- **Complete sentences**

*Strategies:* Fix run-on sentences; Check for overuse of “and then”;  
Compound Sentences

- **Sentence beginnings**

*Strategies:* Prepositional phrase; Adverb

- **Transitions**

*Strategies:* Sequence; Location; Time

- **Sentence structure**

*Strategies:* Compound and Complex sentences

## **Conventions**

- **Grammar**

- **Punctuation**

? . ! “ ”

*Strategies:* Apostrophe; Commas in addresses, quotations, and dialogue

- **Capitalization**

*Strategies:* Dates; Proper nouns; Titles

- **Spelling**

No Excuse words; Apply spelling patterns; Use reference materials

- **Format**

*Strategies:* Neat handwriting for print or cursive; Indentation

## Third Grade Genre Charts

### Summary: Narrative

Students will write a summary that:

- Includes a topic sentence that captures the theme
- States the title and author
- Includes only the main ideas from the narrative's plot (story elements)
- Paraphrases information
- Word choice reflects the text
- Uses transition words
- Includes a concluding sentence

### Summary: Informative

Students will write a summary that:

- Includes a topic sentence that captures the central idea
  - States the title and author
  - Includes only the main ideas
  - Paraphrases information using academic language
  - Follows same organizational structure as author
  - Uses transition words
  - Includes a concluding sentence
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### Narrative: Memoir

Students will write a narrative essay that:

- Engages the reader and organizes paragraphs with a repeating line
- Develops details of events with description and dialogue
- Uses vivid verbs, sensory details, similes, and metaphors
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

### Narrative: Fictional

Students will write a narrative essay that:

- Engages the reader by introducing the narrator and has one clear topic
  - Writes events in the order they happened
  - Develops characters with physical description and dialogue
  - Uses vivid verbs, sensory details, similes, and metaphors
  - Uses transitions and varies sentence beginnings
  - Concludes with a resolution
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### Opinion: Text

Students will write an opinion essay that:

- Engages the reader and provides title and author of the text
- States an opinion about the text
- Gives reasons from text to support your opinion
- Uses academic language that shows an awareness of audience

- Uses transitions and varies sentence beginnings
- Concludes with a recommendation that restates opinion

### **Opinion: Topic**

Students will write an opinion essay that:

- Engages the reader and states an opinion about the topic
- Organizes information in a list
- Supports opinion with facts and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

### **Informative: Question**

Students will write an expository essay that:

- Asks a thoughtful question
- Compares and discusses information using multiple sources
- Uses naming nouns, vivid verbs, and adjectives
- Uses transitions and varies sentence beginnings
- Concludes with an answer to question based on research

### **Informative: Classification**

Students will write an expository essay that:

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

### **Informative: Compare/Contrast**

Students will write an expository essay that:

- Engages the reader and has one clear topic
- Organizes information with compare/contrast structure
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

### **Informative: Problem/Solution**

Students will write an expository essay that:

- Engages the reader and clearly states the problem
  - Organizes information with problem/solution structure
  - Develops the problem and solution with reasons
  - Uses academic language that shows an awareness of audience
  - Uses transitions and varies sentence beginnings
  - Concludes with a call to action
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### **Literary Analysis**

Students will write an analysis of literature that:

- Engages the reader and states an opinion about a character
- Gives reasons from the text that support the opinion
- Uses a simile or a metaphor
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

### **Literary Analysis Non-Fiction:**

Students will write an analysis of non-fiction literature that:

- Engages the reader and states the author's position
- Identifies the author's reasons for their position
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Concludes with a restatement of the topic