

Third Grade Writing Standards and Alignment

Standard 1: Students write clearly and effectively.

1. Organize text in paragraphs with clear beginning, middle and end.
 - Organize ideas in a logical sequence with assistance. (beginning, middle, end)
2. Develop a main idea through some supporting details.
 - Participate in modeling writing of topic sentences and detail sentences
3. Demonstrate awareness of personal voice, sentence structure and word choice.
 - **Voice**-experiment to become individual and expressive
 - **Sentence Structure**-write simple and compound sentences using nouns, verbs, adjectives and adverbs
 - **Word Choice**-begin to use interesting words in a natural way
4. Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose.
 - **Spelling**
 - Spell grade level words in final draft
 - Experiment with spelling higher level vocabulary words
 - **Capitalization**
 - Capitalize name, first word of a sentence, pronoun "I", and proper nouns
 - **Punctuation**
 - Use period, question mark, exclamation mark
 - Use commas for day, month and year
 - Greetings and closures of letters, cities and states
 - Begin to use apostrophes in contractions and singular possessives
 - Begin to use a period at the end of abbreviation
 - **Grammar/Usage**
 - Compose sentences with subject/verb agreement
 - Recognize nouns and verbs

Standard 2: Students apply a range of skills and strategies in the writing process.

1. Plan writing by generating and organizing ideas and by considering purpose and audience.
 - Selects topic
 - Selects purpose and audience with guidance
 - Make a plan for drafting (e.g. talking, drawing, graphic organizer)
2. Write a draft that captures and organizes ideas.
 - Use pre-writing plan to write draft
3. Revise writing at the word, sentence and paragraph levels using feedback and guidance from others.
 - Self revise
 - Confer with instructor and begin to confer with peers for feedback in order to revise draft
4. Edit, with assistance, by correcting errors (e.g. grammar, capitalization, punctuation, spelling, usage)
 - Self edit with assistance
 - Confer with instructor and begin to confer with peers for feedback on spelling and grammar
5. Share/publish a legible final product.
 - Produce finished written product to share

Standard 3: Students evaluate and reflect on their growth as writers.

1. Set goals and become aware of success in own and others' writing.
 - With guidance set personal writing goal

- Select from a variety of strategies for self/peer evaluation to measure success with teacher guidance (portfolio, rubric, writing inventory, reflective journal)
2. Share writing with others, listen to responses, ask questions and offer positive comments to others.
 - Share writing with others
 - Listen to responses, ask questions and offer positive comments to others with teacher guidance
 3. Identify his/her strengths as a writer.
 - Review their work with teacher guidance (re-read, peer review, portfolios, rubrics)
 - Consider comments (rubric and peer/group review)

Standard 4: Students write for a variety of purposes and audiences.

1. Identify the purpose for their writing and write appropriately.
 - Determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) with teacher guidance
 - Choose appropriate style for purpose of writing
2. Choose audience (e.g. self, peers, adults) appropriate to purpose and topics.
 - Decide to whom they are writing with teacher guidance
3. Experience writing in a different genre (e.g. descriptive writing).
 - Compose various types of writing (e.g. poetry, autobiography, biography)

Standard 5: Students recognize the structures of various forms and apply these characteristics to their own writing.

1. Identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report).
 - Identify the characteristics of different forms with teacher guidance (e.g. letter writing, poetry)
2. Write using characteristics of different forms.
 - Compose different forms with teacher guidance (journal writing, friendly letter, short story, simple report)
 - Descriptive writing
 - Narrative writing
 - Expository writing
 - Persuasive writing

Standard 6: Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

1. Pose questions or identify problems.
 - Pose questions or identify problems on topic to explore
2. Use selected technologies and information sources.
 - Locate and use information from a variety of sources (e.g. books, reference materials, media, internet, personal interview) with teacher guidance
3. Identify explanations or solutions and draw a conclusion based on the information.
 - Select relevant information then draw conclusions that answer questions or solve problems
4. Share information in appropriate ways for intended audiences.
 - Produce finished written product
 - Share with an audience in a appropriate format (e.g. written, oral, multi media presentation)