

# ASSESSMENT FRAMEWORK

Rev.2-02

3<sup>rd</sup> Grade

## CONTENT AREA: Writing

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<b>STANDARDS/BENCHMARKS</b>  <i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i>	<p>Genre Focus: Narrative The student will be able to produce narrative writing with primary emphasis on:</p> <p><b>Ideas and Content</b></p> <ul style="list-style-type: none"> <li>Main idea matching audience and purpose</li> <li>Writing from experience</li> <li>Connecting personal experience to text</li> </ul> <p><b>Conventions</b> The students will apply the conventions of language.</p> <p>1. Grammar</p> <ul style="list-style-type: none"> <li>Subject/verb agreement</li> <li>Identify and use adjectives</li> <li>Recognize and use contractions, and plurals Correctly</li> </ul> <p>2. Capitalization/Punctuation</p> <ul style="list-style-type: none"> <li>Ending punctuation</li> <li>Commas in a series</li> <li>Capitals used for proper nouns, beginning of sentences</li> <li>Compose questions, statements, and exclamations and use appropriate end punctuation.</li> </ul> <p>3. Spelling</p> <ul style="list-style-type: none"> <li>Spell prior grade, frequently used words correctly.</li> <li>Use temporary spelling only when necessary, recognizing when standard spelling is mandatory.</li> </ul>	<p>Genre Focus: Expository/ Functional/ Informational Writing The student produces expository/functional/ informational with primary emphasis on:</p> <p><b>Ideas and content</b></p> <ul style="list-style-type: none"> <li>Focused topic</li> <li>Determining purpose and locate information from an index, table of contents, glossary and use reference sources, e.g. encyclopedias, dictionary, and electronic references</li> <li>Use the library and in-class sources to locate specific information</li> </ul> <p><b>Conventions</b></p> <p>1. Grammar</p> <ul style="list-style-type: none"> <li>Recognize and use possessives correctly</li> </ul> <p>2. Capitalization/Punctuation</p> <ul style="list-style-type: none"> <li>Use capitals appropriately including: personal titles (Mr., Mrs., Ms., Dr., etc.) literature titles, and addresses.</li> </ul> <p>3. Compose expanded sentences</p> <p>4. Spelling</p> <ul style="list-style-type: none"> <li>Spell 3<sup>rd</sup> grade predictable, and other grade level appropriate words correctly.</li> <li>Use reference materials as a tool when writing.</li> </ul> <p><b>Organization</b></p> <p>1. Paragraphs/multi-paragraphs</p> <ul style="list-style-type: none"> <li>Compose expanded paragraphs and multiple</li> </ul>	<p>Genre Focus: Persuasive/Opinion The student produces persuasive/opinion writing with primary emphasis on:</p> <p><b>Ideas and Content</b></p> <ul style="list-style-type: none"> <li>Focused topic</li> <li>States opinion</li> <li>Uses clear evidence to convince the audience</li> <li>Develop written response including point of view</li> </ul> <p><b>Conventions</b> The students will demonstrate correct usage of grammar, capitalization, punctuation, sentence construction, and spelling at appropriate grade level.</p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Clear and logical sequence of reasons, detail, and supporting arguments</li> <li>Draws obvious conclusion that supports main idea</li> </ul> <p><b>Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>A variety of sentence structures with varied lengths.</li> </ul>	<p>Genre Focus: Other Literature Forms The students will produce a variety of literature forms (poetry, description, functional or student selected) with primary emphasis on:</p> <p><b>Ideas and Content</b></p> <ul style="list-style-type: none"> <li>Ideas match purpose</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Use quotation marks when writing a short dialogue.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Follow prescribed format</li> </ul> <p><b>Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>A variety of sentence structures/ length and purposes</li> </ul> <p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Sensory details</li> <li>Strong imagery</li> <li>Figurative language</li> <li>Rich and detailed vocabulary including powerful verbs and sparkle words</li> </ul> <p><b>Voice</b></p> <ul style="list-style-type: none"> <li>Engages reader</li> <li>Writing piece reflects the uniqueness of the writer.</li> </ul>

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	<p><b>Organization</b></p> <ol style="list-style-type: none"> <li>Paragraph structure <ul style="list-style-type: none"> <li>Compose simple five sentence paragraph (topic, details, conclusion)</li> <li>Clear and logical sequencing</li> <li>Correct use of transitions (first, next, last)</li> </ul> </li> <li>Stories should include story elements including beginning, middle, end, setting, main characters, problem and solution.</li> <li>Journal writing <ul style="list-style-type: none"> <li>Write to communicate ideas, concepts, and feelings through creative expression to various audiences</li> </ul> </li> <li>Writing summaries <ul style="list-style-type: none"> <li>Develop written response including main idea, and summary in writing and sharing.</li> </ul> </li> <li>Writing Process <ul style="list-style-type: none"> <li>Use the writing process to write, i.e. prewriting, drafting, revising, editing, publishing including editing symbols.</li> </ul> </li> </ol>	<p>paragraph writings.</p> <ul style="list-style-type: none"> <li>Use transitions</li> <li>Clear and logical sequence</li> </ul> <ol style="list-style-type: none"> <li>Journal Writing <ul style="list-style-type: none"> <li>Expanded Written</li> <li>Literature Responses Recycle</li> <li>Question in Answer</li> </ul> </li> <li>Summaries <ul style="list-style-type: none"> <li>Summarize and paraphrase information in students' own words, written or oral</li> </ul> </li> <li>Compose functional writing <ul style="list-style-type: none"> <li>Compose friendly letters, thank you notes, memos, etc.</li> <li>Follow prescribed format</li> </ul> </li> </ol> <p><b>Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>Uses a variety of sentence structures with varied length.</li> </ul>		
<p><b>PERFORMANCE ASSESSMENT</b>  <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i>  Criteria for assessment</p>	Teacher choice in genre Traits: Ideas and Content Organization Conventions	Teacher choice in genre Traits: Ideas and Content Organization Conventions Sentence Fluency	CSAP Traits: Ideas and Content Organization Conventions Sentence Fluency	Teacher and student choice in genre Traits: All six

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<ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and crafts-manship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b> Isolated skill performances, tests, quizzes etc.</p>				
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<p>Topics: Narratives Journals Summaries</p>	<p>Topics: How to? Reports Journals Letters Memos Brochures Literature responses Summaries</p>	<p>Topics: Advertisements Debates</p>	<p>Topics: Poetry Descriptions Free-write</p>
<p><b>COMPETENCIES</b> <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>				
<p><b>INSTRUCTIONAL STRATEGIES</b></p>				