

USD 368 Curriculum Guide

*KS Assessment

Subject: Writing

Grade/Course: Third Grade

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Indicator

The student...

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)
2. Practices writing by using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. Develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. Discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
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)
6. Writes a piece with an introduction, body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
7. Writes paragraph(s) with a topic sentence and supporting details. (Organization: prewriting, drafting, revising: N,E,T)
8. Recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
9. Chooses words and phrases appropriate for purposes and audiences (e.g. family, peers, teachers). (Word Choice: prewriting, drafting, revising: N,E,T)
10. Writes complete sentences that vary in length and that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
11. Write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
12. Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
13. Begins to use dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
14. *Indicator not at this grade level.*
15. Capitalizes proper nouns as well as beginnings of sentences using correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
16. Uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E,T)
17. Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
18. Attempts to use correct paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student writes expository text using the writing process.

Indicator

The student...

1. Chooses and writes about an idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. Develops one clear main idea with supporting details. (Ideas and Content prewriting, drafting, revising: N,E,T)
3. Writes by using (1) personal experience (2) observations (3) begins to incorporate information from varied resources and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. Expresses information in own words using details and complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T)
5. Discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
6. Can orally give credit to the author, title, or Web site. (Ideas and Content: prewriting, drafting, revising: N,E,T)
7. 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)
8. Writes a piece with an introduction, body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
9. Writes paragraph(s) with a topic sentence and supporting details. (Organization: Prewriting, drafting, revising: N,E,T)
10. Begins to use transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T)
11. Recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
12. Chooses words and phrases appropriate for purpose and audience (e.g. family, peers, teachers). (Word Choice: prewriting, drafting, revising: N,E,T)
13. Writes complete sentences that vary in length and are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
14. Write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
15. Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
16. *Indicator not at this grade level.*
17. Capitalizes proper nouns as well as beginnings of sentences and uses correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
18. Uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E,T)
19. Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
20. Attempts to use correct paragraph division to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Indicator

The student...

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)
2. Uses supporting details, which helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. Discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. *Indicator not at this grade level.*
5. *Indicator not at this grade level.*
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)
7. Writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
8. Writes a piece in sequential order. (Organization: prewriting, drafting, revising, N,E,T)
9. Begins to use simple transitions (e.g. first, second, third, finally). (Organization: prewriting, drafting, revising: N,E,T)
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)
11. *Indicator not at this grade level.*
12. Writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N,E,T)
13. Capitalizes proper nouns and beginnings of sentences and uses correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
14. Uses correct grammar when writing sentences or phrases. (Conventions: prewriting, drafting, revising: N,E,T)
15. Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)
16. Uses graphic devices (e.g. charts, graphs, maps, illustrations, other text features). (Conventions: prewriting, drafting, revising: N,E,T)