

CONTENT	GRADES 3 – 5		
WRITING	<p><i>The Writing Process</i> The writing process will be a core component of the district writing program. This refers to explicit instruction and organization of the process that students engage as they prepare a formal piece of writing; pre-writing, drafting, revising, editing, and publishing or sharing. Not all pieces of writing will be carried through the entire writing process, students will engage in a variety of writing tasks including journaling, short response or reflections to their reading, formal and informal letters, paragraphs, and free-writing, among other forms.</p> <p><i>Form and Genre</i> In this curriculum, student writing will take a variety of forms. Through students' elementary experience, they will engage in a wide variety of writing activities ranging from poetry and research papers to personal narratives and expository essays. These forms of writing allow students to develop the skills necessary to write in a variety of modes for a variety of purposes and audiences. The benchmark overview for your child's grade-level provides additional information about some of the specific forms of writing that your child will engage in this year.</p>		
IDEAS AND CONTENT	<ul style="list-style-type: none"> -Write appropriately for purpose and audience -Group related ideas to maintain a consistent focus -Begin to elaborate descriptions 	<ul style="list-style-type: none"> -Choose the form of writing that best suits the intended purpose -Focus on main idea, excluding loosely related, extraneous, and repetitious information -Provide details and transitions to link paragraph 	<ul style="list-style-type: none"> -Provide details and examples to support ideas.
CONVENTIONS	<ul style="list-style-type: none"> -Spell correctly: contractions, compound words, homophones, previously studied words, and high frequency words that do not fit spelling patterns -Use subjects and verbs that are in agreement in past, present and future tense -Correctly use commas in greetings and closures, dates locations and addresses, and for items in a series -Correctly Capitalize adding months and days, titles and initials -Write legibly in cursive and manuscript 	<ul style="list-style-type: none"> -Spell correctly: roots, inflections, suffixes and prefixes, syllables, contractions -Correctly use regular and irregular verbs, adverbs, prepositions, coordinating conjunctions, and plural possessive nouns -Correctly use apostrophes and quotation marks -Continue to develop cursive writing skills 	<ul style="list-style-type: none"> - Use knowledge of roots, bases, prefixes, and suffixes when spelling independently -Correctly use verbs that are often misused (lie/lay) modifiers and pronouns -Correctly use commas and periods when writing dialogue - Use parenthesis and colons appropriately -Read cursive fluently

VOICE	-Write appropriately for purpose and audience	-Select a focus and point of view based on purpose and audience	-Write for different purposes and audiences, adjusting tone and style as appropriate
ORGANIZATION	-Create a single paragraph with topic sentence, simple supporting facts and details and a concluding sentence -Organize information is clear sequence making connections and transitions among ideas, sentences, and paragraphs	-Write multi-paragraph compositions that use correct indentation and provide an inviting introductory paragraph and concludes with a summary paragraph	-Present important ideas using organizational structures such as sequential/chronological order, cause/effect, or similarity/difference
WORD CHOICE	-Use vivid adjectives and action verbs -Begin to elaborate descriptions and incorporate figurative wording	-Use words that describe, explain, or provide additional details and connections	-Use a variety of descriptive words, demonstrating awareness of impact on audience
SENTENCE FLUENCY	-Write correctly complete sentences of statement, command, question or exclamation	-Incorporate use of compound sentences	-Incorporate use of complex sentences -Enhance flow and rhythm by using prepositional phrases, appositives, and main and subordinate clauses
MODES	-Write narratives that provide a context using details to provide insight in why the incident is important or memorable -Write descriptive pieces, letters and correspondence, and brief responses to literary texts -Write short reports including information from two or more sources	-Write a personal narrative which includes sensory details and insights -Demonstrate understanding of literature with references to the text and prior knowledge -Write information reports that address a central question, include facts and details, and develop the topic using multiple sources -Experiment with persuasive writing	-Write fictional narratives that include a plot, point of view, setting, conflict, and resolution -Increase sophistication of creating a research project including citing references -Write persuasive compositions that state a clear position that is supported with relevant evidence

WRITING PROCESS	<ul style="list-style-type: none">-Find ideas for writing through various sources-Use diagrams and charts to develop ideas, and discuss ideas with others-Draft and publish across subject areas-With guidance, proofread own writing and that of others-Begin to use a rubric to edit writing	<ul style="list-style-type: none">-Plan, revise, edit and publish clear effective writing selections-Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	<ul style="list-style-type: none">-Use a variety of strategies to prepare for writing: brainstorming, making a list, mapping, etc.-Discuss ideas for writing with peers-Develop drafts alone and collaboratively
-----------------	--	---	--