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# Writing Guidance Document: 3rd Grade

Narrative (1st & 6th six weeks)

developed with 2014 Indiana Academic Standards



RCS - Writing

Narrative

3rd Grade

**Narrative Writing**

NARRATIVE WRITING relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

**What students should be making during this unit**

During this unit students will learn skills that will help produce quality narratives in different formats.

Narratives can take several formats including but not limited to these:

memoirs

personal narratives

stories

drama (plays)

songs

fantasy

poems

fairytales &amp; tall tales

science fiction

mystery

realistic fiction

historical fiction

song/poem

cartoon

diary

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## Links to Reading Street

Narrative Lessons		Language lessons	
U1, U4	Writing to Sources	U1.W1	Sentences
U1	Unit Writing Process Project: Personal Narrative	U1.W2	Subjects & Predictions
U1.W1	Narrative poem	U1.W3	Declarative & Interrogative Sentences
U1.W2	Fable	U1.W4	Imperative & Exclamatory Sentences
U1.W3	Thank-You note	U1.W5	Compound Sentences
U1.W4	Description	U6.W1	capital Letters
U1.W5	Writing For tests: Realistic Fiction	U6.W2	Abbreviations
U2.W1	Poetry	U6.W3	Combining sentences
U2.W2	Fairy Tail	U6.W4	commas
U2.W4	Friendly Letter	U6.W5	quotations & parentheses
U3.W1	Fiction		
U3.W2	Play		
U4.W2	Imaginative Story		
U4.W4	Autobiography		
U4.W5	Writing for tests: Summary		
U5.W2	Personal Narrative		
U5.W3	Poetry		
U6.W2	Poetry		
U6.W4	Comic Book		
U6.W5	Writing for tests: Historical Fiction		

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**Exemplar works**

These will be collected and added throughout the year.

ALL [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)

<http://www.ode.state.or.us/search/page/?id=528>

[http://old.sandi.net/depts/literacy/writing\\_samples/3.pdf](http://old.sandi.net/depts/literacy/writing_samples/3.pdf)

## Genre Specific Rubrics

4-point Narrative Writing Rubric					
Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
<b>4</b>	Personal narrative is clearly focused and developed throughout.	Personal narrative has a well-developed, logical, easy-to-follow plot.	Personal narrative includes thorough and effective use of details, dialogue, and description.	Personal narrative uses precise, concrete sensory language as well as figurative language and/or domain specific vocabulary.	Personal narrative has correct grammar, usage, spelling, capitalization, and punctuation.
<b>3</b>	Personal narrative is mostly focused and developed throughout.	Personal narrative has a plot, but there may be some lack of clarity and/or unrelated events.	Personal narrative includes adequate use of details, dialogue, and description.	Personal narrative uses adequate sensory and figurative language and/or domain specific vocabulary.	Personal narrative has a few errors but is completely understandable.
<b>2</b>	Personal narrative is somewhat developed but may occasionally lose focus.	Personal narrative's plot is difficult to follow, and ideas are not connected well.	Personal narrative includes only a few details, dialogues, and descriptions.	Language in personal narrative is not precise or sensory; lacks domain specific vocabulary.	Personal narrative has some errors in usage, grammar, spelling, and/or punctuation.
<b>1</b>	Personal narrative may be confusing, unfocused, or too short.	Personal narrative has little or no apparent plot.	Personal narrative includes few or no details, dialogue, and description.	Language in personal narrative is vague, unclear, or confusing.	Personal narrative is hard to follow because of frequent errors.
<b>0</b>	The response shows no evidence of the ability to construct a coherent personal narrative using information from sources.				

# Writing Guidance Document: 3rd Grade

Persuasive (2nd & 4th six weeks)

developed with 2014 Indiana Academic Standards



**Persuasive Writing**

**Persuasive writing is defined as presenting reasons and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and to supply reasons and specific examples that support the opinion.**

**What students should be making during this unit**

During this unit students will learn skills that will help produce quality persuasive writing

Persuasive writing can take several formats including but not limited to these:

Advertisements

advice column

sign/poster

review

persuasive letter

persuasive essay

argumentative essay

editorial

## Links to Reading Street

Persuasive Lessons		Language lessons	
U2, U5	Writing to Sources	U2.W1	Common & Proper Nouns
U4	Unit Writing Process Project: Problem Solution	U2.W2	Singular & Plural Nouns
U5	Unit Writing Process Project: Persuasive Essay	U2.W3	Irregular Plural nouns
U2.W3	Advertisement	U2.W4	Singular Possessive Nouns
U4.W1	Persuasive Text	U2.W5	Plural Possessive Nouns
U5.W1	Letter to the editor	U4.W1	Singular & Plural nouns
U5.W5	Book Review	U4.W2	Subject and Object Pronouns
		U4.W3	Possessive Pronouns
		U4.W4	Contractions
		U4.W5	Prepositions



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**Exemplar works**

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[http://old.sandi.net/depts/literacy/writing\\_samples/3.pdf](http://old.sandi.net/depts/literacy/writing_samples/3.pdf)

## Genre Specific Rubrics

4-point Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
<b>4</b>	Opinion of literature is clearly conveyed and well supported.	Organization includes clear opinions, reasons, and concluding statement.	Evidence includes sufficient facts and details from sources; is thorough and persuasive.	Ideas are clearly conveyed, using persuasive words and linking words.	Use of conventions is clearly shown.
<b>3</b>	Opinion of literature is clear, adequately supported.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using some persuasive words and linking words.	Command of conventions is sufficiently demonstrated.
<b>2</b>	Opinion of literature is somewhat supported and includes unnecessary material.	Organization is inconsistent, and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts and details.	Ideas are unevenly conveyed, using simplistic language; lacks domain-specific vocabulary.	Command of conventions is uneven.
<b>1</b>	Response may be confusing; not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague or confusing manner.	There is very little command of conventions.
<b>0</b>	The response demonstrates no evidence of the ability to construct a coherent opinion essay using information from sources.				

# Writing Guidance Document:

## 3rd Grade

Informative (3rd & 5th six weeks)

developed with 2014 Indiana Academic Standards



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Informative

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**Informative Writing****What students should be making during this unit**

During this unit students will learn skills that will help produce quality informative writing

Informative writing can take several formats:

biography

speech

instructions

recipe/directions

reading response

book report

friendly/business letter

thank you note

report/research

poster

invitation

journal/log

newspaper article

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## Links to Reading Street

Informative Lessons		Language lessons	
U3, U6	Writing to Sources	U3.W1	Action & Linking Verbs
U2	Unit Writing Process Project: How to Report	U3.W2	Main and Helping Verbs
U3	Unit Writing Process Project: Cause & Effect Essay	U3.W3	Subject- Verb Agreement
U6	Unit Writing Process Project: Research Report	U3.W4	Present, Past, future tenses
U2.W5	Directions	U3.W5	Irregular verbs
U3.W3	Formal Letter	U5.W1	adjectives & Articles
U3.W4	News Article	U5.W2	comparative & superlative adjectives
U3.W5	Compare & Contrast Composition	U5.W3	adverbs
U4.W3	Biography	U5.W4	comparative & superlative adverbs
U5.W4	Invitation	U5.W5	Conjunctions
U6.W1	Notes		
U6.W3	Description		

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**Exemplar works**

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## Genre Specific Rubrics

## 4-point Informative/Explanatory Writing Rubric

Score	Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
<b>4</b>	Main idea is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is relevant and thorough; includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
<b>3</b>	Main idea is clear, adequately supported; response is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
<b>2</b>	Main idea is somewhat supported; lacks focus or includes unnecessary material.	Organization is inconsistent, and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts or details.	Ideas are unevenly conveyed, using overly-simplistic language; lacks domain-specific vocabulary.	Command of conventions is uneven.
<b>1</b>	Response may be confusing, unfocused; main idea insufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
<b>0</b>	The response shows no evidence of the ability to construct a coherent informative/explanatory essay using information from sources.				