

Lake Washington School District
Teaching and Learning Framework

Third Grade

Writing

Power Standards | August 2007

Third Grade | Writing

The Writing Process

Power Standards

Applies at least one strategy for generating ideas and planning writing.

Revises text by adding, deleting, substituting, and moving words and phrases.

Applies understanding of editing appropriate for grade level (see 3.3).

Evidence of Learning

Talks to generate ideas and rehearse writing. (e.g., dialogue with a partner, role playing, talking into a tape recorder)

Plans intentionally with some detail using visual tools. (e.g., webs, diagrams, drawings, graphic organizers)

Gathers information from more than one source and takes notes.

Rereads own writing for meaning orally or silently.

Rereads work several times and has a different focus for each reading. (e.g., first reading – checking for repetitious beginnings; second reading – looking for specific nouns).

Participates in peer conference. (e.g., “I improved on ____.” “I was confused by ____.”)

Makes decisions about writing based on feedback.

Collects additional data and revises.

Identifies and corrects errors in grade level conventions.

Uses checklist for editing.

Uses references when editing (e.g., word wall, dictionary, friend)

Writing in a Variety of Forms for Different Audiences and Purposes

Power Standards	Evidence of Learning
Demonstrates understanding of different purposes for writing.	Identifies purpose of writing. (e.g., to reflect, to request information)
	Writes for own purposes. (e.g., communicates with friends, reminders to self)
	Writes to respond to literature in some detail. (e.g., connections to self, text, and the world)
	Writes stories. (e.g., fictional narrative)
	Writes to learn. (e.g., science notebooks, class notes, summaries of nonfiction or literary passages)
	Writes to explain. (e.g., tells which grade was a favorite and explains why, explains why a bar graph is a better choice than a pie chart to display data, explains why an apple is a better snack than a candy bar)

Traits of Effective Writing

Power Standards	Evidence of Learning
Analyzes ideas, selects topic, adds detail, and elaborates.	Selects from a wide range of topics (e.g., friendship, volcanoes).
	Maintains focus on specific topic.
	Provides details and/or support (e.g., examples, descriptions, reasons).
	Uses personal experience and observation to support ideas.
	Develops characters, setting, and events in narratives.
	Selects appropriate title for a piece of writing.

Traits of Effective Writing (continued)

Power Standards	Evidence of Learning
Organizes writing with a beginning, middle, and ending.	<p>Organizes ideas into logical chunks of information (e.g., paragraphs, tables, verses in poetry)</p> <p>Writes a variety of beginnings and endings (e.g., begins with an amazing fact or background information; ends with something new to think about or a cliffhanger).</p> <p>Uses transitions to connect episodes, descriptions, explanations, or facts (e.g., afterward, later on, in addition, also).</p> <p>Organizes narratives with an evident problem and solution.</p> <p>Describes procedures sequentially (e.g., steps in a scientific experiment).</p> <p>Organizes expository writing logically (e.g., grouped by category; hypothesis and results; reasons and details/ examples).</p>
Uses language appropriate for a specific audience and purpose.	<p>Selects specific words (e.g., hollered vs. said) and specialized vocabulary. (e.g., transparent vs. clear)</p> <p>Selects interesting and effective words from various sources. (e.g., multicultural literature, television, environmental print, cultural background)</p> <p>Uses literary devices. (e.g., onomatopoeia, alliteration)</p>
Uses complete sentences in writing.	<p>Does not use “run-together” sentences (e.g., They went to the store they bought groceries.).</p> <p>Does not use sentence fragments (e.g., Going into town).</p>

Evaluating Writing and Setting Goals

Power Standard