

3rd Grade Writing Performance Objectives Checklist

Kyrene School District

(from adopted KSD Writing Curriculum, 2005)

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be repeated as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

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| | PO 1 | <i>Generate ideas through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion, graphic organizer, printed material).</i> |
| | PO 2 | <i>Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i> |
| | PO 3 | <i>Determine the intended audience of a writing piece.</i> |
| | PO 4 | <i>Use organizational strategies (e.g., graphic organizer, K-W-L chart, log) to plan writing.</i> |
| | PO 5 | <i>Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.</i> |
| | PO 6 | Use time-management strategies, when appropriate, to produce a writing product within a set time period. |

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft that contains the necessary elements for a specific purpose.

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| | PO 1 | Use a prewriting plan to develop a draft with main idea(s) and supporting details. |
| | PO 2 | Organize writing into a logical sequence that is clear to the audience. |

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness.

(Ask: Does this draft say what you want it to say?)

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| | PO 1 | Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. |
| | PO 2 | Add details to the draft to more effectively accomplish the purpose. |
| | PO 3 | Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. |
| | PO 4 | Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft. |
| | PO 5 | Modify word choice appropriate to the application in order to enhance the writing. |
| | PO 6 | Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. |
| | PO 7 | Use resources (i.e., thesaurus, glossary) and reference materials to select more precise vocabulary. |

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| Concept 4: Editing | | |
| Editing includes proofreading and correcting the draft for conventions. | | |
| | PO 1 | Identify capitalization, punctuation, spelling, sentence structure, grammar and usage errors in the draft. |
| | PO 2 | Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. |
| | PO 3 | Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental. |
| | PO 4 | Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. |

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| Concept 5: Publishing | | |
| Publishing involves formatting and presenting a final product for the intended audience. | | |
| | PO 1 | Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. |
| | PO 2 | <i>Share the writing with the intended audience (e.g., read aloud, display, publish, mail, send, perform).</i> |
| | PO 3 | Use margins and spacing to enhance the final product. |
| | PO 4 | Write legibly in manuscript and cursive. |

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression of writing instruction. Instructional activities may focus on just one concept or on many. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

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| Concept 1: Ideas and Content | | |
| Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. | | |
| | PO 1 | Express ideas that are clear and directly related to the topic. |
| | PO 2 | Provide content and selected details that are well-suited to audience and purpose. |
| | PO 3 | Use relevant details to provide adequate support for the ideas. |

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| Concept 2: Organization | | |
| Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. | | |
| | PO 1 | <i>Organize content in a selected format (e.g., friendly letter, narrative, expository text).</i> |
| | PO 2 | Create a beginning that captures the reader's interest. |
| | PO 3 | Create an ending that provides a sense of resolution or closure. |
| | PO 4 | Place details appropriately to support the main idea. |
| | PO 5 | <i>Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.</i> |
| | PO 6 | Construct a paragraph that groups sentences around a topic (topic sentence, supporting details, concluding sentence). |

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| Concept 3: Voice | | |
| Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. | | |
| | PO 1 | <i>Show awareness of the audience through word choice and style.</i> |
| | PO 2 | Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing. |

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

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| | PO 1 | Use a variety of specific and accurate words that effectively convey the intended message. |
| | PO 2 | Use descriptive words and phrases that energize the writing. |
| | PO 3 | Apply vocabulary and/or terminology appropriate to the type of writing. |
| | PO 4 | Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although inconsistent or experimental. |

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

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| | PO 1 | Write simple and compound sentences. |
| | PO 2 | <i>Write sentences that flow together and sound natural when read aloud.</i> |
| | PO 3 | Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. |

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

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| | PO 1 | <p><i>Use capital letters for:</i></p> <ul style="list-style-type: none"> a. <i>proper nouns</i> <ul style="list-style-type: none"> 1. <i>names</i> 2. <i>days</i> 3. <i>months</i> 4. <i>holidays</i> b. <i>titles (e.g., Mayor Jones, Doctor Smith)</i> c. <i>names of places</i> d. <i>acronyms</i> e. <i>literary titles (i.e., book, story, poem)</i> |
| | PO 2 | <p><i>Punctuate endings of sentences using:</i></p> <ul style="list-style-type: none"> a. <i>periods</i> b. <i>question marks</i> c. <i>exclamation points</i> |
| | PO 3 | <p><i>Use commas to punctuate:</i></p> <ul style="list-style-type: none"> a. <i>items in a series</i> b. <i>greetings and closings of letters</i> c. <i>dates</i> d. <i>compound sentences</i> |
| | PO 4 | Use quotation marks to punctuate simple dialogue, although it may be inconsistent or experimental. |
| | PO 5 | <i>Use a colon to punctuate time.</i> |

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| | PO 6 | Use common spelling patterns and generalizations to spell words correctly, including: <ul style="list-style-type: none"> a. word families b. vowel and consonant diagraphs c. regular plurals d. r-controlled e. diphthong f. CVC words g. CCVC words h. CVCC words i. affixes j. contractions k. silent e l. silent letters m. compound words |
| | PO 7 | Use apostrophes to punctuate: <ul style="list-style-type: none"> a. contractions b. singular possessives |
| | PO 8 | Spell high-frequency words correctly. |
| | PO 9 | Spell simple homonyms correctly in context. |
| | PO 10 | Use resources (e.g., dictionaries, word walls) to spell correctly. |
| | PO 11 | Identify and use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> a. nouns b. action verbs c. personal pronouns d. adjectives |
| | PO 12 | Use subject/verb agreement in simple sentences. |

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills and ultimately to improve their understanding of content area concepts.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

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| | PO 1 | Write a narrative based on imagined or real events, observations, or memories that includes: <ul style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events g. problem/solution |
| | PO 2 | Write in a variety of expressive forms (e.g., poetry, skit) that may employ: <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format |

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| Concept 2: Expository | | |
| Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. | | |
| | PO 1 | Record information (e.g., observations, notes, lists, charts, map labels, tables, illustrations, and legends) related to the topic. |
| | PO 2 | Write a simple summary from informational texts, graphs, tables, or maps. |
| | PO 3 | Write an expository paragraph that contains: <ul style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information d. concluding sentence |
| | PO 4 | Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal). |

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| Concept 3: Functional | | |
| Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. | | |
| | PO 1 | <i>Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i> |
| | PO 2 | Write communications, in an appropriate format for a specific audience and purpose, including: <ul style="list-style-type: none"> a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations |
| | PO 3 | Address an envelope for correspondence that includes: <ul style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address |

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| Concept 4: Persuasive | | |
| Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. | | |
| | PO 1 | Write a persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. |

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| Concept 5: Literary Response | | |
| Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. | | |
| | PO 1 | Write a reflection to a literature selection (e.g., journal entry, book review). |
| | PO 2 | <i>Write a response to a literature selection that connects:</i> <ul style="list-style-type: none"> a. <i>text to self (personal connection)</i> b. <i>text to world (social connection)</i> c. <i>text to text (compare within multiple texts)</i> |
| | PO 3 | Write a book report or review that may identify the <ul style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. problem/solution |

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

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| | PO 1 | Write an informational report that includes: a. an introductory statement b. main ideas c. relevant details d. conclusion e. list of sources used |
| | PO 2 | Paraphrase information from at least one source (e.g., Internet, reference materials, video tapes, magazines, informational books, reference materials, interviews, guest speakers). |
| | PO 3 | Organize notes in a meaningful sequence. |