

**Marsh Valley School District**  
**Quick Referenced Curriculum Guide-3rd Grade Writing**  
**June 2004**

*Skills are identified with Introduced (I), Practiced (P), Mastered (M), Reinforced (R)*

**Writing: 6+1 Traits 699.02a**

- \* □ Ideas
- \* □ Organization
- \* □ Voice
- \* □ Word Choice
- \* □ Sentence Fluency
- \* □ Conventions
- \* □ Presentation
- \* □ Use rubric as scoring guide

**Composing and Writing Process 699.01a**

- \* □ Use proper indentation (I)
- \* □ Identify commonly used abbreviations (P)
- \* □ Apply elements of the writing process: revise, edit, final draft (P)
- \* □ Organize writing with a clear beginning, middle, and end (P)
- \* □ Create a title for a story (M)
- \* □ Use standardized editing symbol (I-P)
- \* □ Use descriptive/interesting language in writing (P)
- \* □ Order ideas, details, and events sequentially (I)
- \* □ Form and use cursive upper/lower case letters (I-M)
- \* □ Know when to use manuscript or cursive for a task (I)
- \* □ Use similes in written pieces (I)
- \* □ Write with correct headings (MLA format)(M)
- \* □ Use outlining strategies to organize information (I)

**Basic Grammar & Usage 699.02a**

- \* □ Recognize/use common and proper nouns in sentences (M)
- \* □ Recognize/use pronouns correctly (P)
- \* □ Recognize and use verbs in sentences (P)
- \* □ Recognize/use adjectives (P)
- \* □ Identify the adverb in a given sentence (I)
- \* □ Use correct subject-verb agreement (P)
- \* □ Use correct irregular verbs (I)
- \* □ Use correct verb tense (P)
- \* □ Identify singular possessive nouns (P)
- \* □ Identify plural possessive nouns (I)
- \* □ Use grammatically correct phrases and sentences (P)
- \* □ Recognize and use action verbs in sentences (P)

**Composition Structure 699.01**

- \* □ Identify and use declarative sentences (M)
- \* □ Identify and use interrogative sentences (M)
- \* □ Identify and use imperative sentences (P)
- \* □ Identify and use exclamatory sentences (P)
- \* □ Identify and use complete sentences (P)
- \* □ Write/use a variety of sentence beginnings (I)
- \* □ Write in a variety of forms (personal narrative, letters, stories, journals, response logs) (P)
- \* □ Recognize and use topic sentences (main idea)(P)
- \* □ Use supporting/descriptive details in paragraphs (P)

- \* □ Establish/maintain a specific purpose for writing (P)
- \* □ Write with an audience clearly in mind (P)
- \* □ Respond appropriately to a prompt within a time limit (I)
- \* □ Incorporate dialogue that sounds realistic into written works (I)
- \* □ Compose a narrative/story with plot or sequence with setting, characters, events and solution (P)
- \* □ Use personal experience to write fluently (P)
- \* □ Write to critically analyze and evaluate (I)
- \* □ Write to compare and contrast (I)
- \* □ Develop one idea with detail and commentary in a paragraph (I)
- \* □ Use appropriate voice, tone, and mood to develop original writing style (I)
- \* □ Write to summarize information in own words (I)

**Punctuation 690.02a**

- \* □ Use commas correctly (city/state, series)(P)
- \* □ Use question marks correctly (M)
- \* □ Identify and use an exclamation point correctly (P)
- \* □ Use apostrophes correctly in contractions (P)
- \* □ Use quotations marks correctly (I)

**Capitalization 699.02a**

- \* □ Capitalize proper nouns (M)
- \* □ Capitalize titles (M)
- \* □ Capitalize the greeting/closing of a letter (P)

### **Spelling 699.02a**

- \* □ Apply conventional spelling (P)
- \* □ Recognize/spell variant consonants (soft c/g)(M)
- \* □ Spell final consonant sounds x, f, ll, ss, zz, g(e) (M)
- \* □ Spell consonant digraphs: ch, sh, th, wh, ph (M)
- \* □ Identify/spell words with final consonant sounds: mp, nd, ft, lt, nt, lf, st, nk, ng (P-M)
- \* □ Spell words with silent consonants: -ck, -kn, -lk, -wr (M)
- \* □ Spell words with long vowels and variations (P-M)
- \* □ Correctly spell r-controlled vowels (M)
- \* □ Correctly spell words with a vowel digraph (M)
- \* □ Spell words with variant vowel digraphs: oo(toot), ue(glue), oo(book), aw(paw) (M)
- \* □ Spell words y sounding like long I , and y sounding like e (M)
- \* □ Spell words with affixes: -s, -er, -ing (M)
- \* □ Spell compound words (P)
- \* □ Identify and apply spelling strategies, skill, study methods, and generalizations (P)
- \* □ Correctly spell high frequency words 131-266\*
- \* □ Use correct spelling for grade level words (P)
- \* □ When words end in e , drop the e when adding endings beginning with a vowel; keep the e when adding endings beginning with a consonant (P-M)
- \* □ Words that end with a consonant and are preceded by a single vowel usually require that the consonant be doubled before adding an ending (P-M)

- \* □ Use an apostrophe to show the omission of a letter or letters in a contraction (P-M)
- \* □ When the singular form ends with consonant +y, change the y to i and add es; when the singular form ends with vowel +y, add s (I-P)
- \* □ When adding s to words to form plurals or to change the tense of verbs, es must be added to words ending with hissing sounds (x, s, sh, ch) (I)
- \* □ When s is added to words ending in a single f , to form plurals, the f is changed to a v and es is added (I)
- \* See Rebecca Sitton Spelling program
- \*\* Objectives are aligned with the State Standards and ISAT