

Grade 3
Writing Academic Standards – End of Year
School District of Fort Atkinson

Conceptual Strand	Skills
Prewriting	<ul style="list-style-type: none"> ▪ Considers purpose (to inform, describe or explain), audience and genre (narrative, creative or expository) before writing ▪ Generates ideas (brainstorms independently & with peers from verbal and/or written prompt) ▪ Seeks and gathers information ▪ Uses strategies and tools to organize ideas (graphic organizers, lists webs, note-taking, etc.)
Drafting	<ul style="list-style-type: none"> ▪ Creates draft from prewrite activities ▪ Re-reads while drafting ▪ Creates a draft that makes sense ▪ Writes in complete sentences (when appropriate) ▪ Develops text with purpose ▪ Attempts to include genre characteristics in first draft with teacher support
Conference / Respond	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Re-reads own writing ▪ Identifies focus for conference ▪ Shares writing for improvement with teacher and peers ▪ Seeks and considers feedback ▪ Conferences using Six Trait vocabulary
Revising	<p>With teacher support:</p> <p>Based on conferences and self-assessment, student uses 6 Trait criteria to:</p> <ul style="list-style-type: none"> ✓ Add or subtract text to clarify ideas, meaning and improve word choice ✓ Recognize that text has a structure and a genre ✓ Organize text to convey message, topic or idea ✓ Attempt to include own voice in writing ✓ Adjust word order for fluency ▪ Improves draft by using resource material
Editing	<p>With some teacher support:</p> <ul style="list-style-type: none"> ▪ Identifies and corrects most capitalization, punctuation, grammar, and spelling errors according to grade level convention chart ▪ Uses grade-level editing marks
Spelling	<ul style="list-style-type: none"> ▪ Spells and uses NO EXCUSE WORDS in writing with minimal errors utilizing NO EXCUSE WORDS resources

Conceptual Strand	Skills
Publish	<ul style="list-style-type: none"> ▪ Uses writing process to publish a piece of writing ▪ Shares final product with class / intended audience when possible ▪ Demonstrates pride of ownership and neatness ▪ Publishes in a variety of ways (handwritten, word processed and visual aid)
Genre	<ul style="list-style-type: none"> ▪ Self-selects appropriate genre ▪ Writes in a variety of genres ▪ Recognizes format in genre (i.e. –poetry format vs. report format) ▪ Understands concept of “choosing a genre” as part of writer’s workshop ▪ Demonstrates understanding of and publishes in grade-level grade-level genre focus as taught each quarter: <ul style="list-style-type: none"> ✓ Personal narrative ✓ Descriptive ✓ Comparison / Contrast ✓ Nonfiction research report ▪ Publishes in a timed writing genre (as grade appropriate): <ul style="list-style-type: none"> ✓ Completes a piece in allotted time ✓ Compacts writing process steps ✓ Responds appropriately to prompt
Craft	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Pretends to be different audiences for own work (re-reads as a “reader”) ▪ Recognizes a craft in literature (re-reads as a writer) ▪ Selects a craft and mimics it in own writing ▪ Uses vocabulary of a writer (including but not limited to): <ul style="list-style-type: none"> ✓ Dialogue ✓ Rhyme ✓ Sequence of events ✓ Setting ✓ Title
Handwriting	<ul style="list-style-type: none"> ▪ Maintains and demonstrates handwriting skills developed in previous grades ▪ Recognizes, forms and uses cursive letters ▪ Uses and practices cursive letters in words, sentences and paragraphs when requested ▪ Handwriting is neat and easy-to-read
Writer’s Workshop	<ul style="list-style-type: none"> ▪ Follows established writer’s workshop procedures ▪ Moves through the writing process independently ▪ Meets project deadlines as set by self or teacher ▪ Maintains focus during independent time

