

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 3

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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| Aligns with Vermont Standards | Vermont Grade Level Expectations <i>Competency Focus</i> | Key Writing Components and Concepts to Emphasize | CCSU Power Indicators <i>Proficiency Focus</i> |
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| 1.5 | W3: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products. | Writing Process | Prewrite, draft, revise, and edit own work. (1a) |
| 1.6 | W3: 2 In independent writing, students demonstrate command of appropriate English conventions by... <ul style="list-style-type: none"> • Using capital letters for the beginning of sentences and names • <u>Writing contractions with an apostrophe and common abbreviations with a period</u> • Using end punctuation correctly in simple sentences (e.g., period, <u>question mark, exclamation point</u>) | Writing Conventions | Write contractions and common abbreviations. (2a) Use correct end punctuation in simple sentences (period, question mark, exclamation point). (2b) |
| 1.6 | W3: 3 In independent writing, students demonstrate command of conventional English spelling by... <ul style="list-style-type: none"> • <u>Identifying words that might be misspelled</u> • Correctly spelling grade-appropriate, high-frequency words and <u>using within-word patterns to correct spelling</u> EXAMPLES: single-syllable words, short, long, or <i>r</i>-influenced vowel patterns, including frequently occurring vowel teams—<i>ea, oy, ai</i> • <u>Representing common syllable patterns and affixes within multisyllabic words</u> • <u>Correctly spelling common homophones (e.g., “be/bee”; “there/ their/they’re”; “sail/sale”)</u> | Writing Conventions | Identify words that might be misspelled. (2c) Use within-word patterns to correct spelling. (2d) Represent common syllable patterns and affixes within multi-syllable words. (2e) Correctly spell common homophones. (2f) |

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| <p>5.18</p> | <p>W3: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> • <u>Writing a variety of complete simple sentences</u> EXAMPLES: declarative, exclamatory, interrogative • <u>Recognizing complete sentences</u> EXAMPLES: simple and compound sentences • <u>Recognizing indentations for new paragraphs</u> | <p>Structures of Language</p> | <p>Write a variety of simple sentences. (2g)</p> <p>Recognize indentations for new paragraphs. (2h)</p> |
| <p>1.7, 5.11, 5.13</p> | <p>W3: 5 In response to literary or informational text, students show understanding of plot/ideas/ concepts by...</p> <ul style="list-style-type: none"> • <u>Setting context using author, title, and one reference to what text is about</u> • <u>Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts</u> | <p>Writing in Response to Literary or Informational Text</p> | <p>Set context using author, title, and one reference to text. (3a)</p> |
| <p>1.7, 5.11, 5.13</p> | <p>W3: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> • <u>Stating a focus (purpose), when responding to a given question</u> • Using <u>prior knowledge</u>, details, or references to text to support focus • Making inferences about content, events, characters, or setting | <p>Writing in Response to Literary or Informational Text</p> | <p>State focus in response to given question which prompts inferential thinking. (3b)</p> <p>Use evidence from text to show understanding of text. (3c)</p> |

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| <p>1.7, 5.11, 5.13</p> | <p>W3: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> Organizing ideas, <u>using basic transition words, and having a concluding statement/sentence</u> (organization) | <p>Writing in Response to Literary or Informational Text</p> | <p>Organize ideas using basic transition words and concluding statements. (3d)</p> |
| <p>1.8, 1.19</p> | <p>W3: 8 In reports, students organize information by...</p> <ul style="list-style-type: none"> <u>Grouping ideas into a beginning, middle, and end</u> <u>Using basic transition words</u> EXAMPLES: “first,” “then,” “next,” “finally” | <p>Informational Writing: Reports</p> | <p>Organize information into a beginning, middle, and end. (4a)</p> <p>Use basic transition words. (4b)</p> |
| <p>1.8, 1.19</p> | <p>W3: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> <u>Establishing a topic</u> (purpose) <u>Stating a focus/controlling idea</u> (purpose) on a topic EXAMPLE: “Dogs” = topic; “Dogs make good pets.” = focus | <p>Informational Writing: Reports</p> | <p>Convey a perspective (focus/ controlling idea) on a subject/topic. (4c)</p> |
| <p>1.8, 1.19</p> | <p>W3: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> Including details/information relating to topic <u>Including details/information relevant to focus</u> <u>Including details for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images</u> | <p>Informational Writing: Reports</p> | <p>Include details/ information/ ideas that show an understanding of and are relevant to a given focus. (4d)</p> |
| <p>1.9, 5.11</p> | <p>W3: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear, understandable story line with a beginning, middle, and end | <p>Expressive Writing: Narratives</p> | <p>Create a clear story line with beginning, middle, and end. (5a)</p> |

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| 1.9, 5.11 | <p>W3: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> Using details Identifying characters | <p>Expressive Writing: Narratives</p> | <p>Use details. (5c)</p> <p>Identify/ name characters and setting. (5b)</p> |
| 1.10 | <p>W3: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> <u>Providing a purpose for the procedure with clear directions</u> <u>Using numbering or words to arrange the steps in a logical manner</u> EXAMPLES: “first,” “next” <u>Using relevant vocabulary</u> Providing a list of materials to be used, if appropriate <u>Providing a concluding statement</u> | <p>Informational Writing: Procedures</p> | |
| 1.10 | <p>W3: 14 In written procedures, students anticipate the readers’ needs by...</p> <p><i>No GLE at this grade level</i></p> | <p>Informational Writing: Procedures</p> | |
| 1.11 | <p>W3: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p> | <p>Informational Writing: Persuasive Writing</p> | |
| 1.11 | <p>W3: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p> | <p>Informational Writing: Persuasive Writing</p> | |

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| 1.12 | <p>W3: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> • Using details to establish place, time, and situation (purpose) • Establishing focus, when responding to a given question or idea • Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings: questioning or comparing | Expressive Writing: Reflective Essay | |
| 1.23, 5.11 | <p>W3: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> • Establishing a clear topic <u>or focus</u> (purpose) | Expressive Writing: Poetry | |
| 1.23, 5.11 | <p>W3: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> • Using simple visual images to describe • <u>Using simple poetic forms</u> EXAMPLES: <u>haiku, rhyming couplets</u>, shape/concrete poems | Expressive Writing: Poetry | |