

**Writing**  
***Third Grade***  
**First Quarter**

<p style="text-align: center;"><b><u>Teacher Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Give students a <u>baseline narrative prompt</u>. Save in portfolio.</li> <li>• Introduce <u>3 kinds of writing</u> through selected picture books.</li> <li>• Continue to identify these types of writing with each book you present.</li> <li>• Use summarizing frameworks with each piece of literature.</li> <li>• Introduce good beginnings</li> <li>• Review Beginning-Middle-End (B-M-E).</li> <li>• Introduce the NC Scoring Rubric and have students practice scoring sample prompts.</li> <li>• Introduce, model, and practice <u>elaborative detail</u>.</li> <li>• Practice writing entertaining descriptions related to literature or content being studied.</li> <li>• Use literature to show details for description.</li> <li>• Introduce sensory sentence starters for description.</li> <li>• In addition to teaching narrative writing, introduce students to friendly letters.</li> <li>• Complete portfolio requirements and routinely monitor student progress.</li> <li>• Demonstrate cursive handwriting and hold students accountable for legible manuscript handwriting.</li> </ul>	<p style="text-align: center;"><b><u>Writing Features</u></b></p> <ul style="list-style-type: none"> <li>• 3 kinds of writing: Narrative-character/problem/solution; Narrative-personal experience; and Expository</li> <li>• Writing Diamond</li> <li>• Good Beginnings</li> <li>• Elaborative Detail</li> <li>• Show, Don't Tell</li> <li>• Friendly letters</li> <li>• Five Features of Writing (Focus, organization, Support and Elaboration, Style &amp; Conventions)</li> </ul>	<p style="text-align: center;"><b><u>Suggested Prompts</u></b></p> <ul style="list-style-type: none"> <li>• Baseline narrative prompt</li> <li>• "Pencil Pages" from Empowering Writers Guide</li> <li>• Site-based decisions about which prompts to use at each grade level to prevent overlap</li> </ul>
	<p style="text-align: center;"><b><u>Conventions</u></b></p> <ul style="list-style-type: none"> <li>• Week 1-Sentences</li> <li>• Week 2-Subjects and predicates</li> <li>• Week 3-Statements and questions</li> <li>• Week 4- Commands and exclamations</li> <li>• Week 5-Compound sentences</li> <li>• Week 6-Common and proper nouns</li> <li>• Week 7-Singular and plural nouns</li> <li>• Week 8-Irregular plural nouns</li> </ul>	<p style="text-align: center;"><b><u>Mentor Texts/Teacher Resources</u></b></p> <ul style="list-style-type: none"> <li>• The Comprehensive Writing Guide (Empowering Writers)</li> <li>• Scott-Foresman reading series</li> <li>• Great Grammar Adventure (NC DPI)</li> <li>• List of suggested book titles</li> </ul>
		<p style="text-align: center;"><b><u>Portfolio Suggestions</u></b></p> <ul style="list-style-type: none"> <li>• MCS Baseline Narrative Prompt</li> <li>• Good Beginning (example of a good beginning using Empowering Writers as a resource)</li> <li>• Friendly letters</li> <li>• Miscellaneous</li> </ul>

**Writing**  
***Third Grade***  
**Second Quarter**

<p style="text-align: center;"><b><u>Teacher Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Continue to identify different genres and summarizing literature with frameworks.</li> <li>• Continue to use critical questions to help with elaborative detail.</li> <li>• Continue to model and practice using elaborative detail.</li> <li>• Introduce <u>critical settings, characters and objects.</u></li> <li>• Model and practice developing settings with elaborative detail. Use sensory sentence starters.</li> <li>• Review the Writing Diamond and B-M-E.</li> <li>• Review and reteach skills as necessary.</li> <li>• Conference one-on-one to help with individual needs.</li> <li>• Complete portfolio requirements and routinely monitor student progress.</li> <li>• Continue to teach correct capitalization rules</li> <li>• Continue to teach correct subject/verb agreement</li> <li>• Continue to demonstrate a variety of complete sentences</li> <li>• Continue to demonstrate cursive handwriting and hold students accountable for legible manuscript and cursive documents.</li> </ul>	<p style="text-align: center;"><b><u>Writing Features</u></b></p> <ul style="list-style-type: none"> <li>• Critical Settings/Objects/Characters</li> <li>• Elaborative detail</li> <li>• Simple beginnings, middle and end</li> <li>• “Show, Don’t Tell”</li> <li>• Introduction of Writing Resources- dictionary and thesaurus</li> <li>• Figurative Language-similes, metaphors, onomatopoeia, etc.</li> </ul>	<p style="text-align: center;"><b><u>Suggested Prompts</u></b></p> <ul style="list-style-type: none"> <li>• “Pencil Pages” from Empowering Writers Guide</li> <li>• Teacher-made prompts</li> <li>• Site-based decisions about which prompts to use at each grade level to prevent overlap</li> </ul>
	<p style="text-align: center;"><b><u>Conventions</u></b></p> <ul style="list-style-type: none"> <li>• Week 1-Singular possessive nouns</li> <li>• Week 2-Plural possessive nouns</li> <li>• Week 3-Action and linking verbs</li> <li>• Week 4-Main and helping verbs</li> <li>• Week 5-Subject verb agreement</li> <li>• Week 6-Present, past, future tense</li> <li>• Week 7-Irregular verbs</li> <li>• Week 8-Singular and plural nouns</li> <li>• Week 9-Subject and object pronouns and possessive pronouns</li> </ul>	<p style="text-align: center;"><b><u>Mentor Texts/Teacher Resources</u></b></p> <ul style="list-style-type: none"> <li>• The Comprehensive Narrative Writing Guide (Empowering Writers)</li> <li>• Scott-Foresman reading series</li> <li>• Great Grammar Adventure (NC DPI)</li> <li>• Suggested book list</li> </ul>
	<p style="text-align: center;"><b><u>Portfolio Suggestions</u></b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> MCS Writing Prompt</li> <li>• Simple Imaginative Narrative (including a good beginning, critical character or object, setting and some elaborative detail)</li> <li>• Miscellaneous</li> </ul>	

**Writing**  
***Third Grade***  
**Third Quarter**

<p><b><u>Teacher Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Continue to identify different genres and summarizing literature with frameworks.</li> <li>• Continue to model and use critical questions to help with elaborative detail.</li> <li>• Introduce techniques for building <u>suspense</u>. (teacher judgment)</li> <li>• Continue to model and practice elements involved in the <u>main event and endings</u>.</li> <li>• Model and practice using previously introduced story elements.</li> <li>• Model writing complete personal and imaginative narratives using all learned skills.</li> <li>• Continue conferencing with students.</li> <li>• In addition to narrative writing, introduce <u>poetry</u>.</li> <li>• Model, share, and practice writing and reading poetry.</li> <li>• Complete portfolio requirements and routinely monitor student progress.</li> <li>• Model using <u>topic sentences, supporting details, appropriate and logical sequence, and sufficient detail</u> in writings of two or more paragraphs.</li> <li>• Review all previously taught skills.</li> </ul>	<p><b><u>Writing Features</u></b></p> <ul style="list-style-type: none"> <li>• Suspense (teacher judgment)</li> <li>• Stronger Main Event</li> <li>• Stronger Good Endings</li> <li>• Different types of poetry</li> </ul>	<p><b><u>Suggested Prompts</u></b></p> <ul style="list-style-type: none"> <li>• “Pencil Pages” from Empowering Writers Guide</li> <li>• Site-based decisions about which prompts to use at each grade level to prevent overlap</li> <li>• Teacher-made prompts</li> </ul>
	<p><b><u>Conventions</u></b></p> <ul style="list-style-type: none"> <li>• Week 1-Contractions</li> <li>• Week 2-Prepositions</li> <li>• Week 3-Adjectives and articles</li> <li>• Week 4-Adjectives that compare</li> <li>• Week 5-Adverbs</li> <li>• Week 6-Adverbs that compare</li> <li>• Week 7-Conjunctions</li> <li>• Week 8-Abbreviations</li> <li>• Week 9-Review</li> </ul>	<p><b><u>Mentor Texts/Teacher Resources</u></b></p> <ul style="list-style-type: none"> <li>• The Comprehensive Writing Guide (Empowering Writers)</li> <li>• Scott-Foresman reading series</li> <li>• Great Grammar Adventure (NC DPI)</li> <li>• Refer to suggested book list</li> </ul>
	<p><b><u>Portfolio Suggestions</u></b></p> <ul style="list-style-type: none"> <li>• MCS 3<sup>rd</sup> Writing Prompt</li> <li>• Student Revision of 3<sup>rd</sup> MCS Writing Prompt (after teacher/student conference)</li> <li>• Imaginative Narrative (including good beginning, middle and end)</li> <li>• Poetry</li> </ul>	

**Writing**  
***Third Grade***  
**Fourth Quarter**

<p><b><u>Teacher Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Continue to review all aspects of a good narrative.</li> <li>• Continue to focus on key features of the Writing Diamond.</li> <li>• Stress elaborative detail, and strong beginnings, middles, and endings.</li> <li>• Conference frequently one-on-one with students to help with individual needs.</li> <li>• Read aloud and publish final copies of narratives.</li> <li>• Introduce students to simple research, note-taking, report writing, and learning logs</li> <li>• Model and practice writing instructions and directions.</li> <li>• Complete portfolio requirements and routinely monitor student progress.</li> <li>• Continue to monitor student progress in creating readable documents in manuscript and cursive handwriting.</li> </ul>	<p><b><u>Writing Features</u></b></p> <ul style="list-style-type: none"> <li>• All Aspects of Writing Diamond</li> <li>• Notes</li> <li>• Reports</li> <li>• Instructions/directions</li> <li>• Learning Log</li> </ul>	<p><b><u>Suggested Prompts</u></b></p> <ul style="list-style-type: none"> <li>• “Pencil Pages” from Empowering Writers Guide</li> <li>• Site-based decisions about which prompts to use at each grade level to prevent overlap</li> <li>• Teacher-made prompts</li> </ul>
	<p><b><u>Conventions</u></b></p> <ul style="list-style-type: none"> <li>• Combining sentences</li> <li>• Commas</li> <li>• Quotations</li> <li>• Continue to review spelling strategies in writing and proofreading</li> </ul> <p><b>Review all grammar skills</b></p>	<p><b><u>Mentor Texts/Teacher Resources</u></b></p> <ul style="list-style-type: none"> <li>• The Comprehensive Narrative Writing Guide (Empowering Writers)</li> <li>• Scott-Foresman reading series</li> <li>• Great Grammar Adventure (NC DPI)</li> <li>• Refer to suggested book list</li> </ul>
		<p><b><u>Portfolio Suggestions</u></b></p> <ul style="list-style-type: none"> <li>• Personal narrative (that has all elements of the Writing Diamond)</li> <li>• Imaginative narrative (that has all elements of the Writing Diamond)</li> <li>• Note-taking</li> <li>• Short Report</li> <li>• Learning Log (science or social studies)</li> <li>• Directions and Instructions</li> </ul>

**Student's Name** \_\_\_\_\_ **School Year** \_\_\_\_\_  
**School** \_\_\_\_\_ **Teacher** \_\_\_\_\_

***Third Grade Writing Portfolio Checklist***

**1st Quarter**

\_\_\_\_\_ 1<sup>st</sup> MCS Baseline Narrative Prompt  
(Imaginative Narrative)

\_\_\_\_\_ Good Beginning (example of a good beginning using Empowering Writers as a resource)

\_\_\_\_\_ Friendly letters

\_\_\_\_\_ Misc. \_\_\_\_\_

**2<sup>nd</sup> Quarter**

\_\_\_\_\_ 2<sup>nd</sup> MCS Writing Prompt  
(Imaginative Narrative)

\_\_\_\_\_ Simple Imaginative Narrative  
(including a good beginning, critical character or object, setting and some elaborative detail)

\_\_\_\_\_ Misc. \_\_\_\_\_

**3<sup>rd</sup> Quarter**

\_\_\_\_\_ MCS 3rd Writing Prompt  
(Personal Narrative)

\_\_\_\_\_ Student Revision of 3rd MCS Writing Prompt (after Teacher/student conference)

\_\_\_\_\_ Imaginative Narrative  
(including good beginning, middle and end)

\_\_\_\_\_ Poetry

\_\_\_\_\_ Misc. \_\_\_\_\_

**4<sup>th</sup> Quarter**

\_\_\_\_\_ Personal narrative (that has all elements of the Writing Diamond)

\_\_\_\_\_ Imaginative narrative (that has all elements of the Writing Diamond)

\_\_\_\_\_ Note-taking

\_\_\_\_\_ Short Report

\_\_\_\_\_ Learning Log (science or social studies)

\_\_\_\_\_ Directions/ Instructions

**\*\*Staple student/teacher conference notes and all evidence of student's writing process to original student work before filing in portfolio.**