

Developing lifelong learners and global citizens

School Division: Lower School	Title of Course: 3 rd Grade Writing Quarter 1 Length of Course: 1 year	Program Syllabus prepared by: Mr. Benjamin Conte
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<p>Essential Questions:</p> <ul style="list-style-type: none"> • What process can we follow in order to ensure our writing is expressed with clarity? • How can we communicate clearly and effectively through writing, speech and other forms of communication? • How does understanding grammar and sentence structure help us improve our skills as writers? 	<p>Activities:</p> <ul style="list-style-type: none"> • Identify and analyze different parts of speech including nouns, verbs, adjectives, and adverbs. • Apply understanding of parts of speech to creative writing assignments and other forms of expression. • Master and apply the steps of the writing process such as brainstorming, rough drafts, peer editing, revisions and final drafts. • Recognize and apply various writing methods to creative expression including poetry, short stories and non-fiction writing.
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Standard 1: Uses the general skills and strategies of the writing process		
Benchmark	Description	Evidence of Mastery
1.1	Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers , story maps and webs; group related ideas; takes notes; brainstorms ideas	Students were taught the prewriting process and practiced planning their compositions. Students utilized story maps and webs, shared ideas with one another during the brainstorming process and organized the stories events for later elaboration.
1.4	Evaluates own and other’s writing (e.g., determines the best features of a piece of writing, determines how own writing achieves its purpose, asks for feedback, responds to classmates’ writing	Students practiced peer editing on many occasions throughout the quarter, focusing on organization of events and overall comprehension, as well as grammar and spelling. Students were then able to edit their stories based on peers’ suggestions.
1.8	Writes narrative accounts, such as poems and stories	Students wrote fictional stories based on stories they themselves

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	(e.g., establishes a context that enables the reader to imagine the event or experience; develops characters, setting and plot; creates an organizing structure; uses transitions to sequence events; uses concrete sensory details; uses strategies such as dialogue, tension, and suspense; uses and identifiable voice)	had read. The process was broken down into several steps in which they focused on character details and basic story elements like plot and setting. They also developed the flow of events in their story by mapping out the causes and effects. In addition, students also practiced adding details to their writing using the five senses. Lastly, students focused on voice in writing, trying to convey different emotions through character dialogue.
1.9	Writes autobiographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, and provides some insight into why this incident is memorable)	Students wrote many compositions based on their own memories and personal experience. Early in the quarter they developed a memoirs outline that allowed them to pull from a variety of memories for in class writing.
Standard 3: Uses grammatical and mechanical conventions in written compositions.		
Benchmark	Description	Evidence of Mastery
3.3	Uses nouns in written compositions (e.g., uses plural and singular naming words, forms regular and irregular plural nouns, uses common and proper nouns, uses nouns as subjects)	Students practiced identifying nouns in sentences. They learned to define nouns and to understand them in terms of people, places or things. Students became more aware of the importance of nouns in their writing.
3.4	Uses verbs in written compositions (e.g., uses a wide variety of action verbs, past and present verb tenses, simple tenses, forms of regular verbs, verbs that agree with the subject)	Students learned to identify verbs as action words within a sentence. They also learned and practiced irregular past tense verbs through classroom writing activities.
3.5	Uses adjectives in written compositions (e.g., indefinite, numerical, predicate adjectives)	Students learned to identify adjectives and understand them in relation to nouns. They learned the importance of descriptive words and practiced manipulating sentences by changing the adjectives being utilized.
3.6	Uses adverbs in written compositions (e.g., to make comparisons)	Students learned to define and identify adverbs in their writing. They studied sentence structure and learned to categorize adverbs in terms of when, where and how something happens. Through worksheet, lectures, and class discussions students deepened their understanding of this part of speech.
3.10	Uses conventions of capitalization in written compositions (e.g., titles of people, proper nouns [names of towns, cities, counties, and states; days of the	Students practiced correct capitalization by reviewing documents prepared by the teacher in order to find all the capitalization errors. Students also practiced peer reviews in which they

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	week; months of the year, names of streets; names of countries; holidays]; first word of direct quotations, heading, salutation, and closing of a letter.	focused on when to capitalize words. In addition, teacher led lectures and class discussions helped students gain a greater insight into when to capitalize. Lastly, special attention was given to day and months since in Spanish those words are not capitalized.
3.11	Uses conventions of punctuation in written compositions (e.g., uses periods and imperative sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and after greetings and closing in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations, uses a colon between hour and minutes)	Students practiced correct punctuation through teacher led practice and worksheets. They were able to explain the effect of changing punctuation in a given sentence (i.e. the effect of changing a period to a question mark or an exclamation mark, etc.)

Grading:

Student grades will be determined as follows: student writing, teacher observations, student progress, student portfolios and rubrics.

Resources

Grammar Resources:

Jumbo Book of Writing Lessons, Jennifer Overend Prior, Ph. D.

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Additional Teacher Comments:



2010-2011
The Year of the Horse

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