

Writing Rubrics Third Grade

Writing Genre

GLCE WGN.03/01/02/03/04	1. Develops and publishes writing pieces attending to specific features of the particular genres/ forms being used.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Minilessons (Reading and Writing) • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (5-7, 17) Narrative Writing (2, 5, 7- 9, 11, 12), Essay (1-3,8,16), Fiction (6,9), Literary Essay (7-12, 14), Memoir (2,6,9,14) • Genre Studies: Personal Narrative (Immersion), Feature Article Power Points (1- 9,11), Realistic Fiction (1), Poetry (1-6, 8,16,18,19) 		<ul style="list-style-type: none"> • Writing Samples • Observation • Partner Conversations and whole Group Sharing • Conferences • Specific Genre Study/ Unit of Study Rubrics • Use individual genre GLCEs (01-04) in planning units and creating rubrics
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try suggested structures that are appropriate for specific genre being used. • Use scaffolding to try to develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text). • Use suggested strategies to write more cohesive pieces. • Use teacher feedback to choose appropriate topics for genres/ forms. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Apply classroom learning to choose a structure that is appropriate for specific genre being used. • Try to develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text). • Apply strategies to write more cohesive pieces. • Choose appropriate topics, keeping genre/ form in mind. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Choose a structure that is appropriate for specific genre being used. • Develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text). • Write cohesive pieces. • Have a well-selected small group of topics and write about them in different ways.

Writing Process/ Personal Style

<p>GLCE WPR.03.01/ WPS.03.01</p>	<p>2. Exhibits a personal style/ voice while considering audience and purpose.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (3, 6, 9), Narrative Studies (2-5, 9), Essay (1,4-6, 15), Fiction (1-5,8-12), Literary Essay (3, 6-14), Memoir (1,3,5,6,9,11,12) • Genre Studies: Personal Narrative Prewriting), Feature Article Power Points (3-6,8), Realistic Fiction (1,2,6,11), Poetry (9,11,14-16,18) • GLCE-specific style suggestions for third grade: replicating author style/pattern, varied word choice/ sentence structure, character description, examples, transitions. 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces: notebooks, graphic organizers, drafts, and published pieces • Observation • Partner Conversations and whole Group Sharing • Revisions students make • Conferences
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Find engaging topics. • Become aware of audience and purpose. • Change non-specific word choices to communicate ideas more clearly. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Write honestly and is engaged with the topic. • Seems aware of audience and purpose, but may not always make the most effective choices. • Use adequate word choice to communicate ideas. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Write honestly in a personal, engaging way and show a strong commitment to the topic. • Show an understanding of audience and purpose. • Uses precise word choice to effectively communicate ideas.

<p>GLCE WPR.03.02</p>	<p>3. Uses a variety of prewriting techniques, such as: graphic organizers, notebook strategies, and conversations, to help him/her generate, sequence, and structure ideas.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launching (1-6, 8,10-12), Personal Narrative (1-3, 5), Essay (1,2,6,7,15), Fiction (1-5, 12), Literary Essay (1-6, 8-12), Memoir (1-5, 11,12) • Notebook Strategies: <ol style="list-style-type: none"> 1. Place to grow and develop ideas. 2. Place to revisit to find topics for writing projects. 3. Place to try writing techniques/ classroom teaching. 4. Place to play with structure, or try graphic organizers (ex. timeline or story mountain). • Working with a writing partner • Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (4-7), Realistic Fiction (1-5,), Poetry (6-9, 19) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces: notebooks, graphic organizers, drafts, and published pieces • General Observations • Partner conversations and whole group sharing • Conferences • Observe GLCE-specific pre-writing suggestions for third grade: maps, webs, Venn diagrams to meet needs in sequencing, establishing problem/solution, and compare/contrast.
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Go back to an idea and develop it further in the notebook. • Try suggested pre-writing strategies or graphic organizers to better meet his/her needs for a particular project. <p>* Student will need extra help and direction to develop ideas.</p>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use notebook as an effective writing tool. • Can try multiple, appropriate pre-writing strategies or graphic organizers to meet his/her needs for a particular project but may need suggestions. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Use notebook as an effective writing tool. • Can use multiple, appropriate pre-writing strategies or graphic organizers to meet his/her needs for a particular project.

<p>GLCE WPR.03.03</p>	<p>4. Drafts focused ideas and composes mechanically sound paragraphs.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Conferences • Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (8,10,12-14), Personal Narrative (3-10), Essay (9,13,14), Fiction (6,7,10,11,14), Literary Essay (4-14), Memoir (4,6,11,12,14) • Rubrics and Revision Checklists/ Class Charts • Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (6,7,9,10), Adventure Fiction (9-13) Poetry (9, 18) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation • Partner conversations and whole group sharing • Revisions students make • Conferences
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try using paragraphs to structure writing. • Try maintaining focus throughout the piece, learning to take away information that does not further the purpose of the writing. • Recognize that maintaining focus is important in both narrative and expository text. • Notice and try grade-level strategies such as: multiple sentences to speed up reading, varying patterns, and text structures like compare/contrast, cause/effect, and problem/solution. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use paragraphs to structure writing. • Generally maintain focus throughout the piece, learning to only share information that furthers the purpose of the writing. • Begin to understand how maintaining focus varies in narrative and expository text. • Begin using specific grade-level strategies such as: multiple sentences to speed up reading, varying patterns, and text structures like compare/contrast, cause/effect, and problem/solution. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Structure writing with paragraphs. • Maintain focus throughout the piece, only sharing information that furthers the purpose of the writing. • Understand how to maintain focus in both narrative and expository text. • Use specific grade-level strategies such as: multiple sentences to speed up reading, varying patterns, and text structures like compare/contrast, cause/effect, and problem/solution.

<p>GLCE WPR.04.04</p>	<p>5. Revises own drafts using oral and written feedback and self-evaluation.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons, Conferences, and Read Alouds • Small Group Strategy Lessons • Units of Study: Launch (4,6,9,13-16), Personal Narrative (4, 6-12), Essay (10, 12-13), Fiction (6-8,10-14), Literary Essay (2, 6,7,13,14), Memoir (2, 4,6-8, 11-14) • Rubrics and Revision Checklists/ Class Charts • Revision Strategies Include: Adding on, Taking away, Moving around, Developing beginning/middle/end, changing leads or endings, Clarity (does it make sense?), Focus, Connecting the beginning to then ending, Show not tell, Furthering the purpose of your writing, Transitions, Sequencing/ Organization, Effective Dialogue, Effective Word Choice • Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (6-11), Realistic Fiction (8) Poetry (10- 14) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observations • Partner conversations and whole group sharing • Revisions students make • Conferences • Observe GLCE-specific revision suggestions for third grade: identifying sections to improve sequence and flow of ideas such as: arranging paragraphs, connecting main and supporting ideas, and transitions.
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Apply revision strategies. • Take suggestions for revision and try to apply them to his/her piece. • Understand why and where improvements can be made. Students may need teachers to point out and provide explanations for revision strategies. • Try to revise while drafting as well as with a completed draft. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Apply a variety of revision strategies to further the purpose of his/her writing. • Take suggestions for revision and apply them to his/her piece. • Sometimes identify areas that need improvement. • Revise while drafting as well as with a completed draft. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Apply an effective repertoire of revision strategies to further the purpose of his/her writing. • Take suggestions for revision and applies them effectively to his/her piece. • Identify areas that need improvement. • Revise while drafting as well as with a completed draft

<p>GLCE WPR.03.05</p>	<p>6. Proofreads and edits using grade-level checklists both individually and in groups.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Minilessons • Partner Edits • Punctuation Units of Study • Interactive Edits • Units of Study: Launch (16), Personal Narrative (11-13), Essay (16), Fiction (14) Literary Essay (14), Memoir (14) • Genre Studies: Personal Narrative (Drafting) 		<ul style="list-style-type: none"> • Uses Editing Checklist • Writing samples reflect editing changes • Applies checklist to partner’s writing • Participation in class lessons/conversations about mechanics
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try using checklist and making changes. • Try identifying errors in writing. • Try using appropriate resources (dictionary, spell check, writing references) • Try editing both individually and in groups. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use checklist and makes changes with support of teacher or partner. • Identify errors, but may need help making changes. • Use appropriate resources (dictionary, spell check, writing references) • Edit both individually and in groups. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Use editing checklists and makes changes independently. • Identify errors in own and others’ writing and can suggest appropriate changes. • Use appropriate resources (dictionary, spell check, writing references) • Edit both individually and in groups.

GLCE WGR.03.01	7. Writes complete sentences with beginning capitalization, ending punctuation, and subject-verb agreement.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Interactive Edits • Minilessons • Conferences • Small Group Strategy Lessons • Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.) • Punctuation Studies • Genre Studies: Personal Narrative (Drafting), Realistic Fiction (7, 9-11) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> • Try writing complete sentences with subject-verb agreement. • Use beginning capitalization. • Use appropriate end marks. 	<p>With some teacher guidance, student generally can:</p> <ul style="list-style-type: none"> • Write complete sentences with subject-verb agreement. • Use beginning capitalization. • Use appropriate end marks. 	<p>Independently, student consistently can:</p> <ul style="list-style-type: none"> • Write complete sentences with subject-verb agreement. • Use beginning capitalization. • Use appropriate end marks.

Grammar and Usage

GLCE WGR.03.01	8. Uses other grade-level grammatical concepts in writing, including: nouns and possessives, verb tenses, and commas in a series.	
Opportunities to Teach and Learn Include:		Examples/ Opportunities to Assess Include:
<ul style="list-style-type: none"> • Interactive Edits • Minilessons • Conferences • Word Study • Small Group Strategy Lessons • Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.) • Punctuation Studies • Genre Studies: Personal Narrative (Drafting), Realistic Fiction (7, 9-11) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation
Beginning Behaviors:	Developing Behaviors:	Secure Behaviors:
<p>With much teacher guidance, student is learning to use these appropriately:</p> <ul style="list-style-type: none"> • Nouns and possessives • Appropriate verb tenses • Commas in a series 	<p>With some teacher guidance, student frequently can use these appropriately:</p> <ul style="list-style-type: none"> • Nouns and possessives • Appropriate verb tenses • Commas in a series 	<p>Independently, student consistently can use these appropriately:</p> <ul style="list-style-type: none"> • Nouns and possessives • Appropriate verb tenses • Commas in a series

GLCE WGR.03.01	9. Uses quotation marks and capital letters in dialogue.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Interactive Edits • Minilessons • Conferences • Small Group Strategy Lessons • Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.) • Punctuation Studies • Genre Studies: Personal Narrative (Drafting), Realistic Fiction (7, 9-11) 		<ul style="list-style-type: none"> • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Observation
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>Even with much teacher guidance, student:</p> <ul style="list-style-type: none"> • Does not use quotation marks and capital letters in dialogue. • Requires support to use dialogue in writing. • Is not yet able to discuss how/ why quotation marks are used. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Use quotation marks and capital letters in dialogue, but may have mistakes. • Start to discuss the use of quotation marks and its purpose. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Consistently use quotation marks and capital letters in dialogue correctly. • Discuss the use of quotation marks and its purpose.

GLCE WSP.03.01	10. Correctly spells words used often in reading and writing using a variety of strategies.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Word study • Minilessons • Units of Study: Ongoing • Partner Edits • Punctuation Units of Study • Interactive Edits • Genre Studies: Ongoing • GLCEs suggest: multi-syllabic, r-controlled, blends, contractions, compounds, common homophones, letter/sound, rimes. Resources include: word walls, word lists, dictionaries, spell checkers. 		<ul style="list-style-type: none"> • Weekly Buddy Tests • Writing Samples: notebooks, graphic organizers, drafts, and published pieces • Reading Response Letters • Observes application of a variety of strategies • Refers to classroom resources (word wall, dictionary, 500 High Frequency Word Lists, Words to Learn List)
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>Even with much teacher guidance, student:</p> <ul style="list-style-type: none"> • Misspells so frequently that meaning is altered. • Writes a piece that the reader is unable to read and requires the student to “translate”. • Has difficulty identifying misspelled words. • Finds it difficult or is unwilling to use classroom resources. 	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> • Generally spell most grade-level words conventionally • Recognize when words are misspelled and may/ may not be able to correct them. • Makes spelling substitutions that “make sense” phonetically. • Is willing to try classroom spelling resources. 	<p>Independently, student can:</p> <ul style="list-style-type: none"> • Generally spell most words conventionally • Recognize when words are misspelled and is generally able to correct them. • Produce pieces with few misspelled words. • Use classroom spelling resources independently.

GLCE WHW.03.01	11. Writes neatly and legibly in cursive.	
<i>Opportunities to Teach and Learn Include:</i>		<i>Examples/ Opportunities to Assess Include:</i>
<ul style="list-style-type: none"> • Handwriting practice and class lessons 		<ul style="list-style-type: none"> • Written work: notebook entries, drafts, published pieces
<i>Beginning Behaviors:</i>	<i>Developing Behaviors:</i>	<i>Secure Behaviors:</i>
<p>Even with much teacher guidance:</p> <ul style="list-style-type: none"> • Student’s writing is not neat. • It is difficult to read the student’s writing. • Student is unable to write fluently in cursive. • Student does not choose to use cursive writing. • Student forms letters incorrectly. 	<p>With some teacher guidance,</p> <ul style="list-style-type: none"> • Student’s writing is “neat enough”. • Others can read the student’s writing. • Student is able to write in cursive. • Student will use cursive writing when asked or required. • Student generally forms and connects letters correctly. 	<p>Independently:</p> <ul style="list-style-type: none"> • Student’s writing is neat. • Others can read the student’s writing with ease. • Student is able to write fluently in cursive. • Student chooses to use cursive writing. • Student forms and connects letters correctly and quickly.

<p>GLCE WAT.03.01</p>	<p>12. Is enthusiastic about writing and tries to apply classroom learning independently.</p>	
<p><i>Opportunities to Teach and Learn Include:</i></p>		<p><i>Examples/ Opportunities to Assess Include:</i></p>
<ul style="list-style-type: none"> • Teacher’s daily interest, enthusiasm, and approval • Teaching how to work with a partner • “Writerly life” • Conferences • Minilessons • Ongoing in all studies • Strategy lessons, small group work • Units of Study: Launch (1,2), Narrative Writing (2,10,14), Essay (1,17), Fiction (1-3, 8, 15), Literary Essay (1,3,15), Memoir (1,3,8,15) • Genre Studies: Ongoing 		<ul style="list-style-type: none"> • Amount of writing • Writes passionately about life topics • Good work stamina/ work habits • Amount of participation • Tries to apply classroom learning from conferences, minilessons, and partner conversations • Work stamina, work habits
<p><i>Beginning Behaviors:</i></p>	<p><i>Developing Behaviors:</i></p>	<p><i>Secure Behaviors:</i></p>
<p>Even with much guidance, student:</p> <ul style="list-style-type: none"> • Is not enthusiastic about writing. • Struggles with topic choice. • Is not always on task. • Does not participate fully in classroom conversations. • Is unwilling to try to apply classroom learning. • Requires much support: teacher must walk through process step-by-step. • Needs small group or one-on-one support to apply learning and may still show resistance. 	<p>With some teacher guidance, student:</p> <ul style="list-style-type: none"> • Has a good attitude about writing. • Makes appropriate topic choices. • Is usually on task. • Participates in classroom conversations. • Tries to apply classroom learning with some teacher guidance. • Needs encouragement to sustain writing over days/ weeks. 	<p>Independently, student:</p> <ul style="list-style-type: none"> • Is enthusiastic about writing. • Has a cadre of topics and writes well about them in many genres and forms. • Is almost always on task. • Participates fully in classroom conversations. • Consistently tries to apply classroom learning. • Sustains writing over a period of days/ weeks.