

Third Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Knowledge)	3.W.1.1 Students can write statements, questions, commands, and exclamations.
(Application)	3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.
(Application)	3.W.1.3 Students can write a paragraph using supporting details.
(Application)	3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Knowledge)	3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.
(Application)	3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.
(Application)	3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.
(Application)	3.W.2.4 Students can identify and incorporate interjections in the writing process.

**Third Grade Writing
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none">• compose a paragraph with indentation, a topic sentence, supporting details, and a conclusion; incorporating questions, commands, statements and/or exclamations;• write friendly letters, thank you notes, invitations, letter to the editor or principal;• capitalize newspapers, magazines, first words in quotations, names, holidays, special events, book and story titles, and titles of people;• use commas in dates; city and state; and items in a series; and quotation marks in dialogue;• write legibly in cursive with proper spacing in a paragraph;• write a paragraph using multiple interjections.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none">• write statements, questions, commands, and exclamations;• identify a topic sentence, supporting details, and a conclusion in a paragraph;• write a paragraph using supporting details;• write a friendly letter, thank you notes, and invitations;• capitalize geographical names, holidays, special events, titles of books and stories, and titles of people;• use commas when writing dates, city and state, and items in a series;• write in manuscript and/or cursive with proper spacing of words and sentences;• identify and incorporate interjections in the writing process.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none">• write a statement and a question;• write three sentences about a topic;• write friendly letters, thank you notes, or invitations with proper capitalization and punctuation with assistance;• write in manuscript with proper spacing.

Third Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Knowledge)	3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.
(Comprehension)	3.LVS.1.2 Students can recall the content of a visual and auditory presentation.
(Synthesis)	3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.
(Application)	3.LVS.1.4 Students can demonstrate presentation skills.

**Third Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• incorporate listening and viewing strategies to identify the purpose and content of a presentation;• explain the content of visual and auditory presentations;• incorporate expanding vocabularies into a presentation;• demonstrate presentation skills by using technology.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• incorporate listening and viewing strategies to identify the content of the presentation;• recall the content of a visual and auditory presentation;• deliver a presentation incorporating descriptive vocabulary;• demonstrate presentation skills.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• incorporate listening and viewing strategies with reminders;• recall the main idea of visual and auditory presentations;• deliver a dramatic or informational presentation.

Fourth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.
(Synthesis)	4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections.
(Synthesis)	4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.
(Application)	4.W.2.2 Students can identify and incorporate nouns in the writing process.

**Fourth Grade Writing
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none">• compose a narrative and descriptive text with multiple paragraphs that include topic sentences, supporting details, and conclusions;• use capitalization and punctuation consistently in their writing;• use parts of speech correctly in writing a paragraph;• create a paragraph by using descriptive words to describe, explain, provide details, and make connections.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none">• express ideas, personal thoughts, and observations in response to literature;• create sentences by using words that describe, explain, or provide additional details and connections;• compose a narrative paragraph with a topic sentence, supporting details, and a conclusion;• capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations;• identify and incorporate nouns in the writing process.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none">• write a paragraph to explain or describe a topic;• identify common and proper nouns (geographical names, holidays, special events, book titles and titles of people).

Fourth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Application)	4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing.
(Comprehension)	4.LVS.1.2 Students can record and explain information while listening and viewing.
(Synthesis)	4.LVS.1.3 Students can express ideas and convey information in an oral presentation.
(Synthesis)	4.LVS.1.4 Students can incorporate expanding vocabularies into a formal presentation.
(Synthesis)	4.LVS.1.5 Students can integrate nonverbal techniques in oral communication.

**Fourth Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• identify and explain the purpose and content of a visual and auditory presentation;• record and interpret information using listening and viewing skills;• express ideas and convey information with the use of multimedia in an oral presentation.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• identify and explain the purpose of the presentation through listening and viewing;• record and explain information while listening and viewing;• express ideas and convey information in an oral presentation;• incorporate expanding vocabularies into a formal presentation;• integrate nonverbal techniques in oral presentations.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none">• listen and view to identify the content of the presentation;• listen and identify the main idea of a presentation and one piece of evidence;• express ideas in an oral presentation.

Fifth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Application)	5.W.1.1 Students can compose narrative, and descriptive text of one paragraph.
(Synthesis)	5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	5.W.2.1 Students can punctuate and capitalize text including dialogue.
(Synthesis)	5.W.2.2 Students can identify and incorporate verbs in the writing process.

**Fifth Grade Writing
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• compose narrative and descriptive text with three or more paragraphs;• compare and contrast readers' responses to text through writing;• punctuate, capitalize and indent text, including dialogue in a paragraph;• identify and explain use of verbs in the writing process.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• compose narrative, descriptive, expository, and persuasive text of one paragraph;• express ideas; reflect on personal thoughts, opinions and observations; and response to literature through writing;• punctuate and capitalize text including dialogue;• identify and incorporate verbs in the writing process.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• compose a personal narrative using a topic sentence, supporting details and a conclusion;• writes personal thoughts in response to text;• punctuate and capitalize a simple sentence containing dialogue;• identify verbs.

Fifth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Knowledge)	5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.
(Comprehension)	5.LVS.1.2 Students can explain the purpose and content of the presentation.
(Application)	5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.
(Application)	5.LVS.1.4 Students can deliver a narrative oral presentation.

**Fifth Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• interpret the purpose and content of the presentation using verbal and nonverbal cues;• select, organize, and explain relevance of information gathered through listening and viewing;• deliver a narrative oral presentation using multimedia.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• identify the purpose and content of a presentation through listening and viewing;• explain the purpose and content of the presentation;• select and organize relevant information gathered through listening and viewing;• deliver a narrative oral presentation.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• listen and/or view to identify specified information within the presentation;• identify the content of the presentation;• select relevant information gathered through listening and viewing;• express ideas and convey information in an oral presentation.

Writing

Indicator 1: Students can apply the writing process to compose text.

3 rd Grade	4 th Grade	5 th Grade
3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations.	4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature.	5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph.
3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.	4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections.	5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.
3.W.1.3 (Application) Students can write a paragraph using supporting details.	4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.	
3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations.		

Indicator 2: Students can apply Standard English conventions in their writing.

3 rd Grade	4 th Grade	5 th Grade
3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.	4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue.
3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series.	4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process.	5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process.
3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences.		
3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process.		

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

3rd Grade	4th Grade	5th Grade
3.LVS.1.1 (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation.	4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing.	5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.
3.LVS.1.2 (Comprehension) Students can recall the content of a visual and auditory presentation.	4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing.	5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation.
3.LVS.1.3 (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary.	4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation.	5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing.
3.LVS.1.4 (Synthesis) Students can demonstrate presentation skills.	4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.	5.LVS.1.4 (Application) Students can deliver a narrative oral presentation.
	4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication.	