

3.W.1.1 Students can **write** statements, questions, commands, and exclamations.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Distinguish between statements, questions, commands and exclamations
- Write statements, questions, commands, and exclamations with correct punctuation
- Recognize sentence fragments
- Recognize run-on sentences
- Recognize incomplete and complete sentences

Verbs Defined:

- Write - express in written word

Key Terms Defined:

- Statement - telling sentence
- Question - asking sentence
- Command - sentence giving an order
- Exclamation - sentence showing surprise or excitement

Teacher Speak:

Students can write (express in written word) statements (telling sentences), questions (asking sentences), commands (sentences giving an order), and exclamations (sentences showing surprise or excitement).

Student Speak:

I can express in written word (write) telling sentences (statements), asking sentences (questions), sentences giving orders (commands), and sentences that show surprise or excitement (exclamations).

Possible resources/references:

3.W.1.2 Students can **identify** a topic sentence, supporting details, and a conclusion in a paragraph.

Blooms Level: Application

Learning targets to meet this standard:

- Choose the topic sentence in a paragraph
- Recognize supporting details in a paragraph
- Locate the concluding sentence in a paragraph

Verbs Defined:

- Identify - show what you know by drawing, writing, or telling.

Key Terms Defined:

- Topic sentence - main idea of paragraph
- Supporting details - facts that tell more about the main idea
- Conclusion - sentence that summarizes the main idea

Teacher Speak:

Students can identify (show what you know by drawing, writing, or telling) a topic sentence (main idea of paragraph), supporting details (facts that tell more about the main idea), and a conclusion (sentence that summarizes the main idea) in a paragraph.

Student Speak:

I can show what I know by drawing, writing, or telling (identify) a topic sentence, supporting details, and a conclusion in a paragraph.

Possible resources/references:

3.W.1.3 Students can **write** a paragraph using supporting details.

Blooms Level: Application

Learning targets to meet this standard:

- Use the writing process
- Indent the first line of a paragraph
- Introduce writing a topic sentence
- Introduce writing good leads for a paragraph
- Write three supporting details
- Introduce writing a concluding sentence
- Use words that create a picture in the reader's mind

Verbs Defined:

- Write - express in written word

Key Terms Defined:

- Supporting details - facts that tell more about the main idea

Teacher Speak:

Students can write (express in written word) a paragraph using supporting details (facts that tell more the main idea).

Student Speak:

I can express in written word (write) a paragraph using facts that tell more about the main idea (supporting details).

Possible resources/references:

Graphic organizers

Scholastic Teaching Strategies

Twenty-Five Mini Lessons for Teaching Writing by Adele Fiderer

Guide to Writing 3-5 by Lucy Calkins, 2006

6+1 Traits of Writing by Ruth Culham

Thesaurus

Dictionary

3.W.1.4 Students can **write** a friendly letter, thank you notes, and invitations.

Blooms Level: Application

Learning targets to meet this standard:

- Recognize the heading, greeting, body, closing and signature of a friendly letter
- Write a letter using the five parts of a friendly letter
- Write thank you notes
- Write invitations
- Use the writing process

Verbs Defined:

- Write - express in written word

Key Terms Defined:

Teacher Speak:

Students can write (express in written word) friendly letters, thank you notes, and invitations.

Student Speak:

I can express in written words (write) friendly letters, thank you notes, and invitations.

Possible resources/references:

3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Capitalize geographical names, e.g. city, continent, mountain ranges, and rivers
- Capitalize holidays, e.g. Thanksgiving
- Capitalize special events, e.g. St. Patrick's Day, Valentine's Day
- Capitalize book titles
- Capitalize titles of people, e.g. Mr., Mrs., Dr.

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can capitalize geographical names, holidays, special events, book titles and titles of people (proper names).

Student Speak:

I can capitalize geographical names, holidays, special events, book titles, and titles of people (proper names).

Possible resources/references:

3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.

Blooms Level: Application

Learning targets to meet this standard:

- Use a comma in dates between the day and the year
- Use a comma between city and state
- Use commas between items in a series

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can use commas in dates, city and state, items in a series.

Student Speak:

I can use commas in dates, city and state, items in a series.

Possible resources/references:

3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.

Blooms Level: Application

Learning targets to meet this standard:

- Correct pencil grip
- Correct letter formation (size and shape)
- Correct slant in cursive writing
- Spacing between letters and words in a sentence

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can write in manuscript and/or cursive with proper spacing of words and sentences.

Student Speak:

I can write in manuscript and/or cursive with proper spacing of words and sentences.

Possible resources/references:

3.W.2.4 Students can **identify** and **incorporate** interjections in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Use interjections in the writing process

Verbs Defined:

- Identify - show by drawing, telling or writing
- Incorporate - use

Key Terms Defined:

- Interjections - a word or phrase that shows strong emotion (Wow! Ouch!)
- Writing process - pre-write, rough draft, revise, edit and publish

Teacher Speak:

Students can identify (show by drawing, telling or writing) and incorporate (use) interjections (a word or phrase that shows strong emotion) in the writing process.

Student Speak:

I can show by drawing, telling or writing (identify) and use (incorporate) a word or phrase that shows strong emotion (interjections) in the writing process.

Possible resources/references: