



Deer Valley Unified School District No. 97

Writing Application Descriptors

Grade 3



Fall, 2007

Strand 3: Writing applications**Concept 1: Expressive**

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.

Writing may be based on real or imagined events.

PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:

- a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. figurative language b. rhythm c. dialogue d. characterization e. a plot f. appropriate format

Narrative

A narrative is anything that is told or recounted. The narrative may be about a real (non-fiction) or imagined (fiction) event. It should focus on a single event with a beginning, a middle, and an end. A narrative may be written in first or third person. Transition words should be used to move the narrative along in chronological order. Sensory details should be used to describe the character(s) and/or setting. Simple and compound sentences are used to enhance fluency. At the third grade level, the terms story and narrative are used interchangeably. A narrative may be as short as a single paragraph or as long as a novella!

Poetry

Acrostic poetry is where the first letter of each line spells a word, usually using the same words as in the title.

A **couplet** is a poem made of two lines of rhyming poetry that usually have the same meter. There are no rules about length or rhythm. Two words that rhyme can be called a couplet.

Skit

A skit is a short play that is usually performed in a more informal setting. Skits are often funny. The written text for a skit or play is called the script. Third grade scripts may be based on a story the students already know. They may choose to turn a story from their Harcourt anthology into a Reader's Theater. A third grade script may involve telling a story about a newly studied science or social studies topic. Or, the topic of the skit may be a completely fresh and new idea. Skits may be written as a whole class, in small groups, by pairs, or individually.

Strand 3: Writing applications**Concept 2: Expository**

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information

PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).

Expository Paragraph

An expository paragraph explains something or gives information. It includes all the facts a reader needs to understand the subject. It should include a topic sentence, relevant information, supporting details (at least 3) and a closing sentence. At the third grade level, the expository paragraph should be written from a third person perspective.

Summary

A summary tells the most important ideas of a story, passage, or article. It should be brief (short). The summary, as much as possible, should be written in the writer's own words.

Newspaper Article

A newspaper article reports objectively on an important, interesting, or unusual event. The first sentence(s) should answer several of the following questions: who, what, when, where. When appropriate, subsequent sentences should answer how and why. Include appropriate illustrations or pictures. Newspaper articles are written from a third person perspective.

Strand 3: Writing applications**Concept 3: Functional Writing**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).

PO 2. Write communications, including:

- a. thank-you notes
- b. friendly letters
- c. formal letters
- d. messages
- e. invitations

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Friendly letters include:

- heading (left justified, beginning at center of paper)
- greeting or salutation (left justified)
- body (indent first word of each paragraph, left justify remaining lines in paragraph)
- closing (beginning at center of paper- lines up with heading)
- signature – usually in cursive (beginning at center of paper – lines up with heading and closing)

Envelopes:

- The return address is located in the upper left corner of the envelope.
- The recipient address begins in the middle of the envelope. The first letter of the recipient's title establishes the upper left corner of the recipient address.
- The return address as well as the recipient address should be written in ALL caps.
- All lines are left justified.
- There is no punctuation on an envelope with the exception of a dash between the Zip code and +4

Formal letters may use block form (left justified) or semi-block form.

Your Return Address {NOTE: your name goes only at the bottom}
 Your City, YO [your two letter state abbreviation] zip
 Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing
 Address
 City, ST zip

Dear Mr./Ms. Person: [note the colon]

Times have changed, and indentations for paragraphs are usually not used because it is easier not to use them. The body paragraphs should be single spaced in a business letter. But you should double space between paragraphs when your letter contains more than one paragraph.

In a second paragraph, you will want to give a specific example of how you benefited from your contact with this person. Be sure to thank him/her for his/her time and efforts on your behalf.

Sincerely yours,

{three spaces so that your signature may appear here}

Sally Student

Strand 3: Writing applications**Concept 4: Persuasive Writing**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.

Persuasive Writing

A persuasive paragraph may connect with or appeal to emotion. The topic sentence states an opinion. Details give reasons/support for your opinion and include facts, figures, and examples. A closing sentence reinforces the writer's opinion.

Strand 3: Writing applications**Concept 5: Literary Response**

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).

PO 2. Write a book report or review that may identify the:

- a. main idea
- b. character(s)
- c. setting
- d. sequence of events
- e. problem/solution

PO 3. Write a response to a literature selection that connects:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare within multiple texts)

Response to Literature

A response to literature is written in first or third person. Students should write a response that makes at least one connection in the following categories: text to self (personal connection), text to world (social connection), or text to text (compare within multiple texts).