

LANGUAGE ARTS

WRITING – Writing Strategies

Grade 3	Grade 4	Grade 5
<p>Students write clear and coherent sentences and paragraphs that elaborate a central idea, and consider audience and purpose, using stages of the writing process (i.e., pre-writing, drafting, revising and editing successive versions).</p> <p>1. Organization and Focus</p> <p>3.1.1 develop a topic sentence and supporting sentences</p> <p>2. Penmanship</p> <p>3.2.1 write legibly in cursive, adhering to margins and correct spacing between letters in a word and words in a sentence</p>	<p>Students write clear and coherent sentences and paragraphs that elaborate a central idea, and consider audience and purpose, using stages of the writing process (i.e., pre-writing, drafting, revising and editing successive versions).</p> <p>1. Organization and Focus</p> <p>4.1.1 select a focus, organization, and point of view that reflect purpose, audience, length and format requirements</p> <p>4.1.2 create paragraphs that</p> <ol style="list-style-type: none"> 1) establish and support a central idea with a topic sentence at or near the beginning of the paragraph 2) include supporting sentences with simple facts, details and explanations 3) include a concluding statement that summarizes the points 4) are indented properly <p>4.1.3 use traditional structures for conveying information, including chronological order, cause and effect, similarity and difference, and posing and answering a question</p>	<p>Students write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions, using stages of the writing process as needed.</p> <p>1. Organization and Focus</p> <p>5.1.1 establish a context and create a point of view</p> <p>5.1.2 create multi-paragraph text that presents effective introductions and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence</p> <p>5.1.3 create a clear organizing structure including descriptions in a logical order and chronology/narrative sequence and link paragraphs in ways that help the reader follow the line of thought</p>

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<p>3. Research and Technology</p> <p>3.3.1 understand the structure, organization and use of various resources such as the encyclopedia, card catalog, almanacs, newspapers and periodicals</p> <p>3.3.2 demonstrate basic keyboarding skills and familiarity with technology vocabulary such as cursor, software, memory, disk drive and hard drive</p> <p>4. Revising and Evaluating Strategies</p> <p>3.4.1 revise selected drafts to improve the coherence and the logical progression of ideas</p>	<p>3. Research and Technology</p> <p>4.3.1 quote or paraphrase information sources, supplying citations or bibliography</p> <p>4.3.2 use organizational features of printed texts such as the preface, afterword and appendices in reference materials to locate information</p> <p>4.3.3 use organizational features of electronic media, including passwords, entry and pull-down menus, word searches, thesaurus, outlining packages and spell checks to create simple documents</p> <p>4. Revising and Evaluating Strategies</p> <p>4.4.1 revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text</p>	<p>3. Research and Technology</p> <p>5.3.1 use organizational features of printed text such as citations, end notes and bibliographic references to locate relevant information</p> <p>5.3.2 use organizational features of electronic text such as databases, searches and e-mail addresses to locate information</p> <p>5.3.3 create documents using word-processing skills and publishing programs and create simple databases and spreadsheets to manage information and create reports</p> <p>4. Revising and Evaluating Strategies</p> <p>5.4.1 revise and edit manuscripts to improve the meaning and focus of writing by adding, deleting, clarifying and rearranging words and sentences</p>