

Grade 3 Writing Prompts

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| Beginning of Year | Think about something you did that you really enjoyed or that was exciting for you. Write a narrative about your experience. Tell the story in the order it happened. Include the reactions of yourself and others. |
| End of 2nd Trimester | Think of a trip you would like to take. Would you go somewhere in your neighborhood? Would you go to another planet? How would you get there? Who would be there? Write a description of your real or imaginary trip. Remember to include important details to give a clear picture of your topic. |
| End of Year | DWA |

Grade 3 WRITING RUBRIC

| | Meets the Standard | Partially Meets the Standard |
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| Ideas and Content Focus on topic Supportive Details | Writing tells a story or makes a point. Ideas are on topic Supports 2 ideas with details in at least 3 sentences | Writing generally stays on topic. Some ideas clear but some are still fuzzy. Supports 1 idea with details in at least 3 sentences. |
| Word Choice Descriptive Words, for example | Uses 5-6 specific words or phrases that are more exact in meaning and creates images. <ul style="list-style-type: none"> • Favorite words • Experiments with new and different words • Tries to choose words for specificity. | Uses 3-4 specific words or phrases that are more exact in meaning and creates images. <ul style="list-style-type: none"> • Favorite words • Experiments with new and different words • Tries to choose words for specificity. |
| Conventions Capitalization Punctuation Grammar Spelling of Grade Level Priority words | <u>Capitalizes</u> first word in all sentences and uses 2 other forms of capitalization. Ends all sentences with correct <u>punctuation</u> . Attempts two other forms of punctuation. Spells the priority words correctly. | <u>Capitalizes</u> first word in all sentences and uses 1 other forms of capitalization. Ends at least five sentences with period, may use other forms of punctuation appropriately at times. Inconsistent spelling of priority words. |
| Organization Opening Closing Transitions | <ul style="list-style-type: none"> • Includes an appropriate and/or original title (if appropriate). • Uses two opening sentences to introduce a topic. • Includes one closing sentence. • Evidence of transitional words to connect thoughts or ideas. • Words are grouped by sentence or paragraph for easy understanding. | <ul style="list-style-type: none"> • A title is present (if appropriate). • Uses one opening sentence to introduce a topic. • Creates a logical ending or resolves the problem in at least one sentence, may include "The End" • Attempts transitions from sentence to sentence. • Presents events in the order they happened, uses some helpful and accurate time order words. |
| Voice | Writes to convey a story or ideas to the reader. | Writing reflects minimal personal involvement in the narrative. |
| Sentence Fluency Types Variety | Includes 4-6 complete compound and complex sentences. Not all sentences begin the same. | Uses simple sentences. Includes 3 complete compound and/or complex sentences. |
| Presentation | Words are easily readable with a consistent attempt at word spacing. Letters are well formed and easy to read. | Words are not easily readable and spacing inconsistent. Letters are not well formed and easy to read. |