

GRADE 3

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Unit	Standards & Outcomes		Unit	Standards & Outcomes		Unit	Standards & Outcomes	
I. Crafting True Stories	Writing Development	3.W.3 Write narratives to develop real events using effective technique (craft), dialogue, and details	I. The Arc of Story: Writing Realistic Fiction	Writing Development	4.W.3 Write narratives to develop real or imagined experiences or events using effective techniques to describe actions, dialogue, and feelings	I. Narrative Craft	Writing Development	5.W.3 Write a narrative with a well elaborated event and details to describe actions, thoughts and feelings
	Writing Structure	3.W.4 With guidance and support from adults, produce writing in which the development and organization (structure) are appropriate to task and purpose		Writing Structure	4.W.4 Structure writing clearly for audience and task		Writing Structure	5.W.4 Structure writing clearly for audience and task
	Writing Conventions	3.W.5 Respond to questions and suggestions from adults / peers to strengthen writing as needed by planning, revising, and editing language, punctuation and spelling		Writing Conventions	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (for language, punctuation and spelling)		Writing Conventions	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting (or trying a different approach) and editing (for language, punctuation and spelling)
II. Informational Writing	Writing Development	3.W.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly	II. Boxes and Bullets	Writing Development	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	II. The Lens of History: Research	Writing Development	5.W.2 Write informative texts to examine a topic and convey ideas and information clearly

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	Writing Structure	3.W.4 With guidance and support from adults, produce writing in which the development and organization (structure) are appropriate to task and purpose		Writing Structure	4.W.4 Structure writing clearly for audience and task	Reports	Writing Structure	5.W.4 Structure writing clearly for audience and task
	Writing Conventions	3.W.5 Respond to questions and suggestions from adults / peers to strengthen writing as needed by planning, revising, and editing language, punctuation and spelling		Writing Conventions	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (for language, punctuation and spelling)		Writing Conventions	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting (or trying a different approach) and editing (for language, punctuation and spelling)
		3.W.10 Write routinely over short and longer timeframes for a range of discipline specific tasks, purposes, and audiences			4.W.10 Write routinely over short and longer timeframes for a range of discipline specific tasks, purposes, and audiences		Writing Research	5.W.8 Select relevant information, organize it, and acknowledge sources
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III. <u>Chang- ing the World</u>	Standards & Outcomes		UNIT III. <u>Bringing History to Life</u>	Standards & Outcomes		UNIT III. <u>Shaping Texts: From Essay & Narrative to Memoir</u>	Standards & Outcomes	
	Writing Development	3.W.1 Write an opinion piece on a topic supporting a point of view with reasons		Writing Development	5.W.1 Write an argument essay on a topic or text, supporting thesis with reasons and information		Writing Development	5.W.1 Write an argument piece on a topic or text, developing a claim or thesis supported by elaborated reasons and information
	Writing Structure	3.W.4 With guidance and support from adults, produce writing in which the development and organization (structure)		Writing Structure	5.W.4 Structure writing clearly for audience and task		Writing Structure	5.W.4 Structure writing clearly for audience and task
				Writing	5.W.5 With guidance and		Writing	5.W.5 With guidance and

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	<p>Writing Conventions</p> <p>are appropriate to task and purpose</p> <p>3.W.5 Respond to questions and suggestions from adults / peers to strengthen writing as needed by planning, revising, and editing language, punctuation and spelling</p>		<p>Conventions</p> <p>support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting (or trying a different approach) and editing for conventions.</p>		<p>Conventions</p> <p>support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting (or trying a different approach) and editing (for language, punctuation and spelling)</p> <p>Structure writing clearly for audience and task</p>
<p>IV. Once Upon a Time</p>	<p>3.W.3</p> <p>Write a narrative to develop imagined events using effective technique, descriptive detail, and</p>	<p>IV. The Literary Essay: Writing about Fiction</p>	<p>W4.1</p> <p>Write an opinion piece on a topic or text, supporting a point of view with reasons and information</p>	<p>IV. The Research-based Argument Essay</p>	<p>5.1</p> <p>5.W.1 Write an argument piece on a topic or text, developing a claim or thesis supported by elaborated</p>
	<p>3.W.4</p> <p>With guidance and support from adults, produce writing in which the development and organization (structure) are appropriate to task and purpose</p>		<p>4.W.4</p> <p>Structure writing clearly for audience and task</p>		<p>5.W.4</p> <p>Structure writing clearly for audience and task</p>
	<p>W3.5</p> <p>With guidance from adults and peers, respond to questions and suggestions to strengthen</p>		<p>W4.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p>		<p>5.W.5</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising (different approach) and editing (for language, punctuation and spelling)</p>
<p>W.3.10</p> <p>Write routinely over short and longer timeframes for a range of discipline specific tasks, purposes,</p>		<p>W4.10</p> <p>Write routinely over extended timeframes (research, reflect, revise) for a range of discipline specific tasks, purposes and audiences.</p>		<p>W5.10</p> <p>Write routinely over extended timeframes (research, reflect, revise) for a range of discipline specific tasks, purposes and audiences.</p>	

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Notes:

RSU #38 Priority Standards are listed in **bold** print

Common core standards are listed for units in which they are areas of emphasis. Actually, standards .4,.5,.9 and .10 are addressed throughout the year and the research standards .7 and .8 are reinforced during other units in literacy, science, and social studies.

Currently grades K-5 are using the Lucy Calkins Units of Study writing program. RSU #38 has adapted the rubrics from this program to use across the curriculum for Narrative, Informational, and Persuasive (Opinion/Argument) types of writing projects. The rubrics are based on learning progressions aligned with the Common Core Writing Standards for Grades K-8.

Details about the program and standards alignment are available at <http://www.unitsofstudy.com/writing-grade-by-grade/>

http://www.heinemann.com/shared/onlineresources/E04717/CCSS_Correlation.pdf (standards alignment charts)