

3-5 Writing High Priority Standards		
3	4	5
W2.1 Use the steps of the writing process, including prewriting and drafting, to produce a minimum of one final, one paragraph written piece per trimester	W2.1 Use the steps of the writing process, including prewriting and drafting to produce a minimum of one final, two paragraph written piece per trimester. Each paragraph must have a topic sentence and supporting details.	W2.1 Use the steps of the writing process to produce a minimum of one final, three-paragraph written piece per trimester. Each piece should have well-constructed paragraphs with topic sentences and supporting details.
W2.2 Write for a variety of purposes (communicate, describe, inform, entertain)	W2.2 Write for a variety of purposes (communicate, persuade, analyze, entertain)	W2.2 Write for a variety of purposes (communicate, persuade, analyze, entertain)
W2.2 Write using a variety of forms (letters, retelling a story, poetry, creative writing, journals, and summaries)	W2.2 Write using a variety of forms (letters, poetry, fiction, journals, scripts, reports)	W2.2 Write using a variety of forms (letters, journals, scripts, reports)
W2.3a Identify nouns and verbs; sentence fragments; run-ons; punctuation (introduce quotations, commas); abbreviations	W2.3a Identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs); subject/verb agreement; sentences/fragments; paragraph conventions; punctuation (periods, commas, quotation marks, possessives); and abbreviations	W2.3a Identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs); subject/verb agreement; sentences/fragments; paragraph conventions; punctuation (periods, commas, quotation marks, possessives); and abbreviations
W2.3b Edit for ending punctuation, capital letters, spelling	W2.3b Edit for punctuation, capital letters, and spelling; use spelling strategies (e.g. i before e, words ending in y)	W2.3b Edit for punctuation, capital letters, and spelling; use spelling strategies (e.g. double consonants, f to v plural) and recognize point of view
W2.3b Write legibly	W2.4a/ W2.4b Revise their writing to improve clarity using self and others	W2.3b Use a variety of simple and complex sentence structures in written work
W2.3b Relate phonemic awareness to spelling	W2.6 Draft and edit on word processing programs	W2.4a Write a well-constructed paragraph with topic sentences and supporting details with self and others
W2.4a/ W2.4b Revise their writing for details and clarity of ideas with self and others		W2.4b Revise writing to improve clarity using self and others
W2.6 Use a dictionary		W2.5 Write an appropriate bibliography for a research paper
		W2.6 Use resources such as computers, word processing software, dictionaries, and thesauri to make choices when writing

Typical Classroom Assessments		
3	4	5
<ul style="list-style-type: none"> <li>● Response to Literature</li> <li>● Weekly Reader</li> <li>● Accelerated Reader</li> <li>● Unit Tests</li> <li>● Instant Word List</li> </ul>	<ul style="list-style-type: none"> <li>● Response to Literature</li> <li>● Weekly Reader</li> <li>● Accelerated Reader</li> <li>● Unit Tests</li> <li>● Instant Word List</li> </ul>	<ul style="list-style-type: none"> <li>● Response to Literature</li> <li>● Weekly Reader</li> <li>● Accelerated Reader</li> <li>● Unit Tests</li> <li>● Instant Word List</li> </ul>

Formal School District and State Assessments		
3	4	5
<ul style="list-style-type: none"> <li>● CSSA</li> <li>● S.S.D. Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● CAT</li> <li>● S.S.D. Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Terra Nova</li> <li>● S.S.D. Writing Rubric</li> </ul>

Major Thematic Strands and/or Instructional Units		
3	4	5
<ul style="list-style-type: none"> <li>● Continents</li> <li>● Salmon</li> <li>● States of Matter</li> <li>● Rainforest</li> <li>● Iditarod</li> <li>● Survival--water</li> </ul>	<ul style="list-style-type: none"> <li>● Birds</li> <li>● Alaska- Cultures, History, and Geography</li> <li>● Solid Wastes</li> <li>● Survival Kits- Skills</li> <li>● Astronomy</li> <li>● Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>● U.S. History-- Pre-contact to Present</li> <li>● Simple Machines</li> <li>● Weather</li> <li>● Navigation</li> <li>● Shore Survival</li> </ul>

Integration of Technology		
3	4	5
<ul style="list-style-type: none"> <li>● Keyboarding,</li> <li>● 1 Multimedia project per year, become familiar with a word processing program</li> <li>● Other programs specific to grade level ???</li> </ul>	<ul style="list-style-type: none"> <li>● Keyboarding,</li> <li>● 1 Multimedia project per year, become familiar with a word processing program</li> <li>● Other programs specific to grade level???</li> </ul>	<ul style="list-style-type: none"> <li>● Keyboarding,</li> <li>● 1 Multimedia project per year, become familiar with a word processing program</li> <li>● Other programs specific to grade level???</li> </ul>