

Grade 3 Writing Prompt

DESCRIPTIVE WRITING—AN OBJECT IN THE CLASSROOM

Prompt:

For this prompt you may choose any interesting object you would like the students to describe using sensory detail. This may include:

- A leaf or other plant material
- Piece of fruit
- Stuffed animal
- Classroom object such as scissors
- An object of their choice from their backpack
- Rocks or shells
- Ball or other sports object

Instruct the students:

For Benchmark 2 writing you will be describing this object to me in a paragraph form. Please include as much sensory detail as you can so that when I read your papers I can picture the object in my mind.

Process:

1. Select an object that all students will be able to see and touch.
2. Give students time to observe the object by either providing one for each student, or letting them take turns holding the object.
3. Have students describe the object to a partner and then to the whole group as a brainstorming.
4. Do not write anything on the whiteboard. This should be all oral.
5. Pass out a sheet of blank paper and lined paper.
6. Tell the students to use the blank paper to pre-write. Their pre-writing may include: drawing a picture, using a graphic organizer, a web, or making a list. DO NOT provide students with a pre-printed graphic organizer.
7. Give the students 10-15 minutes to pre-write.
8. Tell the students to begin writing their first draft of their letter. Remind them orally to include detail so that the reader can make a picture in his or her mind while reading.
9. Provide the students with adequate time to write their first draft. (15-30 minutes).

Day 2

1. Tell the students that today they will be using the writing checklist to revise, edit, and write out a final copy of their writing.
2. Pass out the writing checklist. Read the steps out loud with the students following along on the checklist.

Third Grade Writing Checklist

Step 1 Reread your writing



Step 2 Revise

- Add details
- Choose interesting words
- Look for missing words or ideas and add them
- Make sure you have a topic sentence

Step 3 Edit—check for...

- Capitals at the beginning of sentences and for proper nouns
- Punctuation: (end points) . ! ? commas , quotation marks " "
- Spelling
- Indented paragraphs
- Complete Sentences

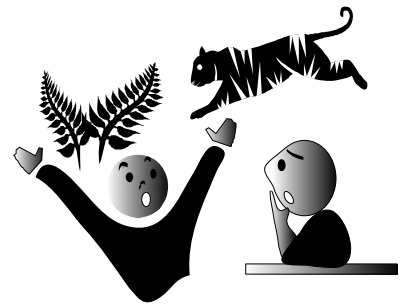
Step 4 Final draft

- Make sure to fix your mistakes.
- Make your handwriting neat.
- Put space between your words.

Congratulations, you finished!

3. Pass out the writing from Day 1 and tell the students they are to do steps 1-3 (reread, revise, and edit) now.
4. After about 15-25 minutes tell the students that they will now re-copy their writing into a final draft on a new sheet of lined paper. Remind them to copy carefully and fix anything they edited or revised onto their new piece.
5. Pass out another sheet of lined paper and have the students make a final copy.
6. Provide students with enough time to complete this task.
7. Collect all of the papers and staple them together.

Score the papers using the attached rubric. Compare your scores with your grade level teammates' scores. Save several sample papers from each level on the rubric as anchor papers for the teachers and students.



Standards Based
Writing Samples Rubric
THIRD GRADE - Descriptive

Performance Level	Writing Applications	Writing Strategies	Written & Oral Language Conventions
4 ADVANCED (Exceeds Grade Level Standard)	Uses the strategies of level 3, plus other examples, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Provides vivid description so reader can clearly visualize event 	Uses the strategies of level 3, plus other examples, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Uses numerous paragraphs and a point of view based on intended purpose and audience <input type="checkbox"/> Completes a draft, revision, and final version 	Uses the strategies of level 3, plus other examples, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Uses a number of different sentence types correctly <input type="checkbox"/> Has few or no errors in spelling <input type="checkbox"/> Uses capitalization and punctuation correctly
3 PROFICIENT (Meets Grade Level Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses all parts of the prompt <input type="checkbox"/> Uses vivid verbs and a number of concrete sensory details to create a clear picture of the event 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops a central idea with the audience and purpose in mind <input type="checkbox"/> Uses a topic sentence and supporting details correctly in one or more paragraphs <input type="checkbox"/> Demonstrates a logical progression of ideas <input type="checkbox"/> Writes legibly with correct spacing and margins 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses complete and correct sentences in proper order; has correct subject-verb agreement and verb tense is appropriate <input type="checkbox"/> Has few errors in spelling, capitalization, punctuation, or grammar that do not confuse the reader
2 BASIC (Approaches Grade Level Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses most parts of the prompt <input type="checkbox"/> Uses some details and vivid verbs, to illustrate the event 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses disorganized paragraphs <input type="checkbox"/> Uses ideas that may not progress logically <input type="checkbox"/> Writes with some legibility or spacing problems 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses correct sentences inconsistently <input type="checkbox"/> Is inconsistent or incorrect with some subject-verb agreement or tense <input type="checkbox"/> Has errors in spelling, capitalization, punctuation, or grammar that interrupt reader's understanding
1 BELOW BASIC (Below Grade Level Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to address the prompt <input type="checkbox"/> Uses little or no detail to create a clear picture of the event 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not organize work into paragraphs <input type="checkbox"/> Uses ideas that do not progress logically <input type="checkbox"/> Writes illegibly or uses incorrect spacing which impedes readability 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes sentences that are incomplete and incorrect <input type="checkbox"/> Uses capitalization, punctuation, grammar, and spelling incorrectly which interrupt reader's understanding

Adapted from materials from the San Diego County Office of Education www.sdcoe.net