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Meeting Standards

Each lesson in *Classroom Authoring: Guided Writing (Grade 3)* meets one or more of the following standards, which are used with permission from McRel. (Copyright 2000, McRel, Mid-continent Research for Education and Learning. Telephone: 303-337-0990 Website: www.mcrel.org.)

Language Arts Standards	Page Number
<p>Uses the general skills and strategies of the writing process</p> <ul style="list-style-type: none"> • Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations) • Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus) • Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available appropriate technology to compose and publish work; shares finished product) • Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions) • Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events) • Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences • Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experiences, narratives, messages, responses to literature) • Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas) 	<p>8, 10–11, 13–14, 20, 24, 27–30, 44, 46, 48, 50, 54, 56, 58, 60, 62, 64, 66, 77, 80, 82, 84, 86, 88, 93</p> <p>8–11, 13, 15–16, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p>

Meeting Standards *(cont.)*

Language Arts Standards	Page Number
<p>Uses the stylistic and rhetorical aspects of writing</p> <ul style="list-style-type: none"> • Uses descriptive words to convey basic ideas • Uses declarative and interrogative sentences in written compositions 	<p>20–30 33–42</p>
<p>Uses grammatical and mechanical conventions in written composition</p> <ul style="list-style-type: none"> • Uses complete sentences in written compositions • Uses nouns in written compositions • Uses verbs in written compositions • Uses adjectives in written compositions • Uses adverbs in written compositions • Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled and consonant blend patterns, uses a dictionary and other resources to spell words) • Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence) • Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words) 	<p>33–42, 9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>33–42, 9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>33–42, 9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>33–42, 9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>33–42, 9–11, 13, 17–18, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 20–30, 33–42, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 33–42, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p> <p>9–11, 13, 17–18, 33–42, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 79, 81, 83, 85, 87, 89, 94–95</p>

Name _____

Date _____

Fixing Fragments

Read the book *Mufaro's Beautiful Daughters* by John Steptoe. Use sentence parts taken from the tale to write new, complete sentences. (Sentences do not have to match the sentences in the book.)

Part A

“The Beginning” and “The Messenger”

Subject (fragment)	Add a predicate.
A man named Mufaro	
Manyara	
Nyasha	
One day a messenger	
The king	
Mufaro	

Part B

“Manyara’s Journey” and “Nyasha’s Journey”

Add a subject.	Predicate (fragment)
	give me something to eat.
	have only enough for myself.
	looked at the trees and laughed out loud.
	must be hungry.
	gave her a small pouch with seeds.
	bravely made her way to the chamber.

Name _____

Date _____

Compound Sentences Using Conjunctions—*and, but, or*

A compound sentence has a simple sentence with a subject and predicate on one side and a simple sentence with another subject and predicate on the other side. The two sentences can be joined together with a comma and a conjunction in the middle. Three samples have been done for you. Write three more compound sentences to share with the class.

Farerra did an experiment,	and	May wrote a report.
simple sentence	conjunction	simple sentence

Nina can run well,	but	she does not like to jump rope.
simple sentence	conjunction	simple sentence

Luis could read a poetry book,	or	he could write a poem.
simple sentence	conjunction	simple sentence

_____	_____	_____
simple sentence	conjunction	simple sentence

_____	_____	_____
simple sentence	conjunction	simple sentence

_____	_____	_____
simple sentence	conjunction	simple sentence

Sample Essay Writing Lesson

Winter Fun



- 1. Indoors**
read books
do crafts
bake cookies
sit by fire
- 2. Outdoors**
sledding
snow fort
ice skate
ski
- 3. At School**
art
basketball
drama
dance teams

Directions (for the teacher)

1. Discuss the main idea of fun winter activities.
2. Solicit ideas from the students (see picture web on page 77).
3. Number the ideas for the middle by section (e.g., 1—Indoors, 2—Outdoors, 3—At School).
4. Guide the students, sentence by sentence, to write each sentence on the corresponding essay page.
5. Use timed writing (see Modeled Writing on page 75).
6. Get student feedback by having them read their sentences as you progress through the essay.
7. Writing an essay may take several sessions. When you return to the essay, make sure to read what you wrote previously and find your place on the picture web.

Chapter 6 Essays and Reports

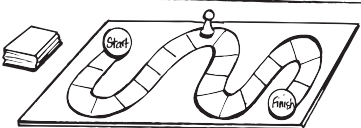

Name _____ Date _____

Sample Essay Writing Lesson (cont.)

Winter Fun (cont.)

Beginning
 → *Winter is a special time of year.*
Winter means cold weather, snow, and ice, but it can also mean exciting activities indoors and outdoors.

Middle
 → *We spend more time indoors in winter.*
Indoor winter activities can be fun.

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Chapter 6 Essays and Reports

Name _____ Date _____


Sample Essay Writing Lesson (cont.)

Winter Fun (cont.)

Middle (cont.)
Outdoor winter activities are fun also.
Winter can be fun at school. If you are not allowed outside you can play games.

Ending
Do not dread winter. Instead, enjoy the fun activities that you can do during winter.

- A. Pop words or ideas in, out, or around.
- B. Hold a peer or teacher conference to polish your writing.
- C. Finally, write a clean draft to publish your work.



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Name _____

Date _____

Sample Essay Writing Lesson *(cont.)*

Winter Fun *(cont.)*

By the snowman's head, list four things you can do inside in winter.

By the snowman's middle, list four things you can do outside in winter.

By the snowman's bottom, list four things you can do at school in winter.



Name _____

Date _____

Sample Essay Writing Lesson *(cont.)*

Winter Fun *(cont.)*

Beginning



Winter is a special time of year.

Winter means cold weather, snow, and ice, but it can also mean exciting activities indoors and outdoors.

Middle



We spend more time indoors in winter.

Indoor winter activities can be fun.

