

Writing Development Checklist—Grade Three

Student's Name: _____ Date: _____

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

COMMUNICATION (Content, Purpose, Voice, and Audience)		
	Prompts	Observations
<ul style="list-style-type: none"> • writes for a wide range of purposes and audiences 	<ul style="list-style-type: none"> • Why did you choose to write a poem (story, letter, report)? • How is this list going to be useful? Is it just for you? • Why are you sending this letter? • How can you make these instructions easy to understand? Would a map help? • Who will read this poster? • Why do you think directions for the game need to be short? • Who are you trying to persuade? • Who do you think will enjoy this story? • Did you write the book recommendation with anyone in mind? 	
<ul style="list-style-type: none"> • changes voice appropriately (from personal-expressive to factual-impersonal to poetic) 	<ul style="list-style-type: none"> • I like your friendly tone in this invitation. (reinforcement) • You have strong feelings about... I can really hear that when I read your writing. • This piece of writing sounds like you. • If you were trying to persuade the class, what would you say? I'll pretend to be the class, now try to persuade me. (role playing to stimulate the development of voice) • Tell your buddy what you really think about... Now write it down. (buddy talk to stimulate voice) • I like the way you told a reader the facts on how to build a skyscraper and then your voice changed when you wrote the poem on how the skyscraper looked at night. In the poem you used an "I" voice and were more personal. We could imagine the scene from the pictures you painted with words. (reinforcement) 	

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COMMUNICATION (Content, Purpose, Voice, and Audience) continued		
	Prompts	Observations
<ul style="list-style-type: none"> demonstrates knowledge of a wide range of text types and decides which is appropriate for a particular writing purpose 	<ul style="list-style-type: none"> Maybe you could survey the class on favourite ice cream flavours before you write your report. You've told me so much about your computer. Maybe you could write about it. You'd need to include a picture with labels of the parts. Perhaps you could explain how the remote control car works. That would make a good story. Great! You decided to write a poem about playing basketball. (reinforcement) 	
<ul style="list-style-type: none"> uses a wide range of forms of writing (e.g., story, letter, poem, report, directions, recipe, play) 	<ul style="list-style-type: none"> I like the way you made your book recommendation into a poster. Try retelling how you made the model train. Perhaps you could write a play like the one we wrote on our project on <i>Big Bad Bertha</i>. 	
<ul style="list-style-type: none"> initiates own writing projects for a variety of purposes 	<ul style="list-style-type: none"> You've got a good reason for writing this letter to Ricardo. You wanted to make a poster to tell everyone about coming to see our class play. That's a good idea. (reinforcement) Think about why you are writing these directions. What does the reader need to know? 	
<ul style="list-style-type: none"> chooses an wide range of topics: some of them may require research 	<ul style="list-style-type: none"> It's a good idea to write about the mountain bike trails you know, but I like the way you checked out two new mountain bike trails in the recreation brochure from the Parks Department. You're writing about... because it really interests you. That's a good plan. What do you think you need to research? Where do you think you'll find information? 	

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COMMUNICATION (Content, Purpose, Voice, and Audience) continued		
Prompts	Prompts	Observations
	<ul style="list-style-type: none"> • Check out your list of topics... maybe you need to think about adding some new ideas. 	
<ul style="list-style-type: none"> • makes written responses to literature using a variety of forms e.g., letters, plays, poems, book recommendations, Text and Me journal, Opinion Summaries 	<ul style="list-style-type: none"> • You enjoyed that book. Who else would like it? Can you make a book recommendation for our bulletin board? • You didn't like that book much. Write and tell us why. • What's your opinion about... in the book? Use the Opinion Summary to help you think about your ideas. • I like the way you have chosen a character to write about in your Text and Me Journal. • Your reading club has decided to make that scene into a play. That's a fine plan! (reinforcement) 	
<ul style="list-style-type: none"> • records and explains observations with text and appropriate pictures (e.g., a chart, picture, or diagram) 	<ul style="list-style-type: none"> • You've done a survey about ice cream preferences in the class. How will you include that in your report? • Your cartoon shows us an interesting scene from your book. Can you include speech bubbles or thought bubbles so that we know what your characters are saying and thinking? • I like the way you have written captions under your pictures. They give some extra details to a reader. (reinforcement) 	
<ul style="list-style-type: none"> • expresses and justifies a viewpoint 	<ul style="list-style-type: none"> • You wrote that you really liked the book. Can you write some reasons so that a reader knows why you liked it? • You've got a strong opinion about whether baseball or soccer is the best game to play and you've given a reader one reason for your views. Can you think of some other reasons? • You have some good reasons to support your opinion. (reinforcement) 	

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COMMUNICATION (Content, Purpose, Voice, and Audience) continued		
	Prompts	Observations
<ul style="list-style-type: none"> develops an idea or topic into a complete and detailed account 	<ul style="list-style-type: none"> I like your report on surviving in the Arctic. What would be an interesting way of finishing it? Good, you have a great description of penguins. I wonder if a glossary would help a reader to understand some of the tricky words e.g., polar ice cap. You're right! A table of contents helps the reader to find sections of your report. (reinforcement) 	
<ul style="list-style-type: none"> develops a complete and logical plot for a narrative with characters, settings, problems, events, and resolutions 	<ul style="list-style-type: none"> You wrote about how Petra the chipmunk needed a less crowded place to live and couldn't find one. That was the problem in the story. How could you solve that problem? You have a lot of characters here. Are they all important in the story? Could you leave some out and still have a good story? Maybe you could add a few more details so that the reader would know where your story took place. Was it in the city or the country? Was it summer or winter? Your story has clear events. A reader can really follow the plot. (reinforcement) 	
<ul style="list-style-type: none"> writes reports in paragraphs, integrating research from several sources, and presents ideas with supporting illustrations 	<ul style="list-style-type: none"> You've looked at one book about wildlife sanctuaries. Maybe you could check out this brochure from the Wildlife Recovery Centre. Can you interview someone who recycles to find out how they do it? This part of your report is on machines used to dig the hole for the foundations of the skyscraper and this part is about making the cement walls. It's best to keep to one topic in a paragraph, and to have one paragraph for the machines and another for how they put up the walls. 	

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LANGUAGE STRUCTURE		
	Prompts	Observations
<ul style="list-style-type: none"> uses a variety of sentence structures (simple, compound, and complex) 	<ul style="list-style-type: none"> Can you join those two sentences together to make one, longer sentence? It works! Using a short sentence like that on the poster, attracts a reader's attention. (reinforcement) You've written, "The snow falls. Many of the cars get stuck." Let me help you to make that into one, interesting sentence. If I put "When" at the beginning... 	
<ul style="list-style-type: none"> varies sentence structures within an account 	<ul style="list-style-type: none"> You can make your writing more interesting if you have some short sentences and some longer ones. Can you join these sentences together and maybe these two as well? Let's join these two together and then you try... 	
<ul style="list-style-type: none"> uses first- and third-person with awareness about which is appropriate for the text structure, purpose, and audience 	<ul style="list-style-type: none"> When you are retelling you need to say, "I did this, and then I went there" because you are writing about what you did. When people write reports they usually write "he/she/they" because they are not writing about themselves. Let's look at the book on whales and find out what the author did. I like the way you wrote, "We believe there should be a recycling box in the lunch room." You wrote, "We" because you know the class agrees with you so you are writing for all of us. 	
<ul style="list-style-type: none"> uses "book language" more consistently and uses key words that relate to text structures (e.g., "first," "next," "then" for procedural writing, and "reasons," "because," "my opinion is..." for persuasion writing) 	<ul style="list-style-type: none"> I like the way you wrote, "Football and rugby are alike in many ways, but they are different in other ways." When you write "alike" and "different" I know you are comparing. (reinforcement) The steps would be clearer if you used signal words like "first," "second," "then," "next..." 	

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LANGUAGE STRUCTURE (continued)		
	Prompts	Observations
<ul style="list-style-type: none"> • uses age-appropriate grammar 	<ul style="list-style-type: none"> • ("He seen it") He saw the accident? • ("They was there") So, they were there. You saw them. • ("There were four mices.") I saw four mice too. (Modelling when you hear the incorrect grammar expressed will transfer into writing. Accurate grammar needs to be used in oral language before it is integrated into writing.) 	
<ul style="list-style-type: none"> • maintains tense consistency (on most occasions) 	<ul style="list-style-type: none"> • Good, your action words... ran... went... rushed... all tell me you are retelling a trip that happened in the past. (reinforcement) • You started your story with "A long time ago" and then wrote "a princess lives in a castle." If it was a long time ago all your action words should tell the reader it was in the past. How will you change "lives"? 	
<ul style="list-style-type: none"> • uses paragraphs 	<ul style="list-style-type: none"> • In your report on sea creatures, when you change from writing about sea urchins to writing about sharks, it would be a good idea to start a new paragraph. • Are all your ideas about building a bridge in this paragraph? Do you have any extra ideas that aren't about bridge building? 	
<ul style="list-style-type: none"> • uses a variety of linking ideas to combine ideas 	<ul style="list-style-type: none"> • Can you think of a word other than "and" to join those two sentences? • If you start the first sentence with "When," you may be able to link those sentences together and make one longer sentence. (Bart rushed down the road. He was just in time to get the bus.) 	

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LANGUAGE STRUCTURE (continued)		
	Prompts	Observations
<ul style="list-style-type: none"> recognizes the difference between jot notes and sentences 	<ul style="list-style-type: none"> Jot notes just contain key words to remind you of facts. They aren't whole sentences. You've changed your jot notes into whole sentences. They look good! 	
<ul style="list-style-type: none"> uses dialogue in written accounts 	<ul style="list-style-type: none"> The astronaut is speaking here so let's put quotation marks around what he is saying. Let's look in this book and see what the author does when a character starts to speak and then finishes. Yes, dialogue always starts with a capital letter after the opening quotation marks, etc. 	
<ul style="list-style-type: none"> uses a variety of verbs, adverbs, and adjectives to enhance written accounts 	<ul style="list-style-type: none"> You have some nice action words here. "He tumbled to the ground." I like the word "tumbled." It gives me a clearer picture than saying "fell." Can you think of another word instead of "went"? Think of a way of making the character more interesting. Tell me what he looked like... talked liked. I like the way you wrote, "he said sleepily." That gives us some details about how his voice sounded. 	
<ul style="list-style-type: none"> uses words to indicate comparisons (e.g., "but," "although," "similar," "alike") and cause and effect (e.g., "if," "then," "because") 	<ul style="list-style-type: none"> You wrote, "The bulldozer was enormous. The motorcycle was small." Can you compare them and join those ideas together? (model if necessary) I love the way you used signal words to connect those two ideas, e.g., "If the volcano erupts, then the lava will come down the mountain." 	

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WRITING PROCESS		
	Prompts	Observations
Planning and Research • talks about ideas for writing with a variety of people: may interview or survey people to do research	<ul style="list-style-type: none"> • It's a good plan to talk over ideas for your report with your buddy /or writing group (Guided Writing). • Plan 4–5 questions before you interview the school crossing guard. • How will you jot down the results of your survey question? 	
• makes written plans (may use a graphic organizer)	<ul style="list-style-type: none"> • If I was writing about... I'd make some notes from... (model notetaking from a book, brochure, or shared reading text in a craft lesson) • It's a good idea to plan your story using an organizer. It helps you to think about the ideas you need to have before you start writing. • Write each new thing you find out about...on an idea card (or sticky note). Then you can sort them afterwards. 	
• gathers information by interviewing informed people; using books, charts, CDs, visual media, and websites	<ul style="list-style-type: none"> • Is there anybody you could ask about this topic? • How can you find out more about...? • Which books/pamphlets/ websites might help you? • Sometimes it helps to watch a movie to find out more about... Let's watch this movie to find out about... (set a specific purpose e.g., to find out about icebergs) • What are you planning on asking Mrs. Smith about...? 	
• makes jot notes to record research findings	<ul style="list-style-type: none"> • Remember, you don't need to write down whole sentences, just enough important words to remind you about the idea. • The important idea is that killer whales are predators, so maybe underline that idea in colour. Then you can jot down a few details to support that idea. Use a bullet for each new idea. 	

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WRITING PROCESS (continued)		
	Prompts	Observations
<ul style="list-style-type: none"> organizes notes to cluster ideas (with some support) 	<ul style="list-style-type: none"> Arrange your idea cards (or sticky notes) on the table and then sort them into ideas that go together. Then let's talk about why they go together. You have your big headings...Swim Club... Swimming at... and Swimming in the Ocean. Now sort your ideas under these headings. Do you have any ideas left that don't seem to fit? 	
Drafting <ul style="list-style-type: none"> writes a first draft with or without an organizer 	<ul style="list-style-type: none"> The most important thing is to get your ideas down in your writing. Use your plan to help you write down your ideas. Your notes will give you some details to write down about this part of your topic. 	
Revising <ul style="list-style-type: none"> adds, deletes, and substitutes ideas 	<ul style="list-style-type: none"> It helps you to read your writing out loud to yourself (or others). Then you can hear if it makes sense. What do you think needs adding? Do you think it would help to change the order of your ideas? Could this go first? What part of your writing doesn't fit in? (or isn't on topic) Let's take that part out. 	
<ul style="list-style-type: none"> revises ideas with a buddy or independently (with support available if needed) 	<ul style="list-style-type: none"> Read it out loud to yourself. Does it make sense? Is there anything you can add/take out? What part does your buddy like? Did he/she suggest any changes? 	
Editing <ul style="list-style-type: none"> checks spellings with class resources (e.g., Word wall, charts), or a dictionary 	<ul style="list-style-type: none"> Can you check the Word Wall for that spelling? I think you could check that word in a dictionary. (model if necessary) Check "Mystery" on our anchor chart about mystery stories. 	

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WRITING PROCESS (continued)		
	Prompts	Observations
<ul style="list-style-type: none"> checks punctuation conventions (e.g., capitals, periods, question marks, exclamation marks, dialogue, and apostrophes for possessives and contractions) 	<ul style="list-style-type: none"> Do you need a period or a question mark at the end of that sentence? Remember, you only put exclamation marks when something you say will really surprise the reader. What kind of punctuation would you use when the person has finished speaking? The jacket belongs to Maria so where do we put the apostrophe to show that? (Maria's jacket) 	
<ul style="list-style-type: none"> uses an editing checklist with minimal support 	<ul style="list-style-type: none"> Read your writing out loud, or read it in your head and point to each word. Check only one thing at a time. What will you check for first? What are you checking for this time you reread your writing? Using a coloured pencil to add your capitals and punctuation helps you to notice where you need to change things when you rewrite your piece. 	
<ul style="list-style-type: none"> prints clearly or uses clear cursive writing to ensure legibility 	<ul style="list-style-type: none"> Your final copy needs to have really clear printing/handwriting so that other people can read your poem. That's nice, clear printing/handwriting. (reinforcement) Your printing needs to be much bigger than it usually is when you are making a wall poster. Other people have to be able to see it from a distance. 	
<ul style="list-style-type: none"> checks that the text has appropriate visual features (e.g., illustrations, tables of content, diagrams, glossary) 	<ul style="list-style-type: none"> Would another picture help here? Let's look at a table of contents in this book, because I think a table of contents would help a reader to find all of your headings. You have some tricky words that a reader might not know. A glossary would help. Let's look at this book to see how an author wrote a glossary. 	

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WRITING PROCESS (continued)		
	Prompts	Observations
	<ul style="list-style-type: none"> • Will you paste your survey results into your report? Where will you put them? 	
Sharing and Publishing <ul style="list-style-type: none"> • selects text to be published 	<ul style="list-style-type: none"> • Why did you choose this piece of writing? What was special about it for you? • You chose a poem last time. Maybe you could choose a different type of writing this time. 	
<ul style="list-style-type: none"> • publishes and shares writing in a variety of ways (oral presentation, books, charts, and posters) 	<ul style="list-style-type: none"> • Think about the paper you want to use to make the book. Do you want to make it into a shape book? • I like your author biography on the back cover. (reinforcement) • Your poster will catch people's attention in the hallway. (reinforcement) • Maybe your report on how to play soccer could be made into a pamphlet? What are you thinking? • Practise reading your writing to a buddy before you share it with the class. • Thank you for sharing your writing. I really liked... What did everyone else like? • I would like you to think about... Does anyone else have something to suggest that Leila can consider? • Is there anything you would do differently next time? • What was your favourite part of your writing? 	

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CONVENTIONS		
	Prompts	Observations
<p>Form</p> <ul style="list-style-type: none"> • moves from printing to cursive writing: forms letters clearly 	<ul style="list-style-type: none"> • Try using handwriting for this report. • Remember to do really neat writing so that other people can read your book. 	
<ul style="list-style-type: none"> • written accounts are spatially well-organized 	<ul style="list-style-type: none"> • Maybe leave a space under your picture. Then you'll have room for a caption. • I like the way you put the table of contents on a separate page. (reinforcement) • Good, you've indented your first word in each paragraph. (reinforcement) • Writing on alternate lines may make your report clearer. I'll put a dot on each of the alternate lines to remind you. 	
<ul style="list-style-type: none"> • uses classroom resources for spelling support (Word Wall, charts, and dictionary) 	<ul style="list-style-type: none"> • Check the word on the Word Wall. • Let me help you check it in the dictionary. • Good, you used the chart to check the word "mysterious." (reinforcement) 	
<ul style="list-style-type: none"> • titles, labels, and headings are clear and helpful for a reader 	<ul style="list-style-type: none"> • How can you make your title stand out more? • If you are dividing your report on hockey into "How to play the game" and "Equipment," it would be a good idea to put headings in to show each part. • I think your headings should match your table of contents. That would make it easier for a reader. Let's look at an example in this book... 	
<ul style="list-style-type: none"> • illustrations, charts, diagrams, tables of content, indexes, and glossaries are used to support the text 	<ul style="list-style-type: none"> • That chart comparing field hockey and ice hockey is very helpful. A reader can see how they are the same and how they are different very quickly. (reinforcement) • Maybe a diagram here would help the reader to understand... 	

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CONVENTIONS (continued)		
	Prompts	Observations
Spelling • spells words conventionally (less than 10 per cent are invented spellings)	<ul style="list-style-type: none"> • Check your dictionary of Word Wall words. I think that word should be in there. (Dictionary contains last year's words as well as grade three words.) • I'm glad to see you checking that word in the dictionary. (reinforcement) 	
<ul style="list-style-type: none"> • incorporates visual, sound, and meaning cues into spelling less familiar words 	<ul style="list-style-type: none"> • You thought "fly" would become "flies" because it ends with a "y" like "try." Good thinking! (reinforcement) • Do you know another word that sounds the same/has a similar meaning? • If you know how to spell "raced," that can really help you to spell "traced." • You spelled "coiled" so well. Were you thinking it looked like "boiled" at the end? 	
<ul style="list-style-type: none"> • identifies words that don't look right in an account 	<ul style="list-style-type: none"> • Does it look right? • Do you know another word that looks like this? 	
<ul style="list-style-type: none"> • generates strategies for confirming spelling accuracy (e.g., using a dictionary or a book used for research) 	<ul style="list-style-type: none"> • It's a good idea to check that spelling in the glossary of the book you read. • No, it's not on the Word Wall. Try the dictionary. 	
Punctuation and Capitalization • capitalizes appropriately	<ul style="list-style-type: none"> • Check that your headings have capital letters at the beginning. • Good, you've remembered to put a capital right after your quotation marks. (reinforcement) 	
<ul style="list-style-type: none"> • uses periods and question marks with ease, and exclamation marks with some guidance 	<ul style="list-style-type: none"> • If it's a question, you need to put a question mark at the end. • It's a good idea to put an exclamation mark when something is surprising, but then you should use periods to finish the other sentences. Which sentence do you think contains some surprising information? 	

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CONVENTIONS (continued)		
	Prompts	Observations
<ul style="list-style-type: none"> uses dialogue conventions (may still be inconsistent at this stage) 	<ul style="list-style-type: none"> Read what the person says out loud to me. That's the part that needs quotation marks. After the person finishes speaking we usually put in a comma. Let me show you where it goes. If the giant asks a question, then you put a question mark instead of a comma when he stops talking. Then you put the quotation marks. Let me show you... 	
<ul style="list-style-type: none"> uses commas more confidently 	<ul style="list-style-type: none"> You have a list of supplies for your craft project. When we write lists, we put a comma in between each of the things in the list. Great, you've put a comma just before finishing the quotation marks! (reinforcement) 	
<ul style="list-style-type: none"> uses apostrophes for contractions and possession 	<ul style="list-style-type: none"> When we leave out letters we fill the space with an apostrophe. You wrote "well" and that is short for "we will" in your sentence. We've left out "wi" so we put an apostrophe to show we've shortened it. When you wrote about "Jackies cat" you need to include an apostrophe to tell a reader that the cat belonged to Jackie. It looks like this... (Jackie's cat) 	