

Brunswick School Department
Writing Curriculum: Conventions
Grades 3 - 5

<p>D1. Grammar and Usage Students use parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p>		
Grade 3	Grade 4	Grade 5
<p>Parts of Speech</p> <ul style="list-style-type: none"> Identify nouns, verbs, pronouns, and adjectives (I) Identify nouns: proper, plural and possessive (I) Use nouns and pronouns in agreement (I,R) 	<p>Parts of Speech</p> <ul style="list-style-type: none"> Identify nouns, verbs, pronouns, adjectives, and adverbs (I,R) Use verbs and objects that are often misused (i.e., she and I, her and me) (I) Use nouns and pronouns in agreement (R,A) 	<p>Parts of Speech</p> <ul style="list-style-type: none"> Use nouns, verbs, pronouns, adjectives, and adverbs correctly (R,A) Use verbs and objects that are often misused (i.e., she and I, her and me) (R) Identify prepositions, conjunctions, and interjections (I)
<p>Tense</p> <ul style="list-style-type: none"> Identify past, present, and future tenses in writing (I) 	<p>Tense</p> <ul style="list-style-type: none"> Identify past, present, and future tenses in writing (R, A) Maintain consistency of tense in writing (I) 	<p>Tense</p> <ul style="list-style-type: none"> Maintain consistency of tense in writing (R, A) Write in the past and present tense (I)

I = Introduced
R = Reinforced
A = Assessed

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<p>D1. Grammar and Usage</p> <p>Students use parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p>		
Grade 3	Grade 4	Grade 5
<p>Sentence Structure</p> <ul style="list-style-type: none"> • Vary sentence beginnings (R) • Use simple, compound, and complex sentences. (I) • Identify fragments and run-ons (I) 	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Vary sentence beginnings (A) • Use simple, compound, and complex sentences (R) • Identify fragments and run-ons (I) 	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Vary sentence structure and length (A) • Use simple, compound, and complex sentences (A) • Identify for fragments and run-ons (R)
<p>Usage</p> <ul style="list-style-type: none"> • Identify and use Sitton homophones (I, R, A) 	<p>Usage</p> <ul style="list-style-type: none"> • Identify and use Sitton homophones (I, R, A) 	<p>Usage</p> <ul style="list-style-type: none"> • Identify and use Sitton homophones (I, R, A)

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<p>D2. Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <ol style="list-style-type: none"> Use end marks correctly. Capitalize correctly. Spell high-frequency grade-level words. 		
Grade 3	Grade 4	Grade 5
<p>Punctuation</p> <ul style="list-style-type: none"> Use periods, exclamation points, and question marks as ending marks (A) Use commas to separate words in a series (I) Use quotation marks for dialogue (R) 	<p>Punctuation</p> <ul style="list-style-type: none"> Use commas to separate words in a series (R) Use quotation marks for dialogue (R) 	<p>Punctuation</p> <ul style="list-style-type: none"> Use commas to separate words in a series (R, A) Use quotation marks for dialogue (A) Use commas following transition words or phrases (I) Use apostrophes in contractions and to show possession (I)

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D2. Mechanics

Students apply the rules of capitalization, punctuation, and spelling to communicate.

- a. Use end marks correctly.
- b. Capitalize correctly.
- c. Spell high-frequency grade-level words.

Grade 3	Grade 4	Grade 5
Capitalization <ul style="list-style-type: none"> • Correctly capitalize: <ul style="list-style-type: none"> ○ names of people (A) ○ days, months (A) ○ the first word of a greeting (R, A) ○ cities, states (I, R) ○ titles used with names (I) ○ abbreviations of organizations (I) ○ words used as names of holidays (I) ○ abbreviations of names, titles, and places (I) ○ book titles (I) ○ the first word within quotation marks (I) 	Capitalization <ul style="list-style-type: none"> • Correctly capitalize: <ul style="list-style-type: none"> ○ cities, states (R) ○ titles used with names (R) ○ abbreviations of organizations (R) ○ words used as names of holidays (R) ○ abbreviations of names, titles, and places (R) ○ book titles (R) ○ religions, nationalities, and languages (I) ○ proper adjectives (I) ○ geographic names (I, R) ○ the first word within quotation marks (R) 	Capitalization <ul style="list-style-type: none"> • Correctly capitalize: (R, A) <ul style="list-style-type: none"> ○ cities, states ○ titles used with names ○ abbreviations of organizations ○ words used as names of holidays ○ abbreviations of names, titles, and places ○ book titles ○ religions, nationalities, and languages ○ proper adjectives ○ geographic names ○ the first word within quotation marks

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D2. Mechanics

Students apply the rules of capitalization, punctuation, and spelling to communicate.

- a. Use end marks correctly.
- b. Capitalize correctly.
- c. Spell high-frequency grade-level words.

Grade 3	Grade 4	Grade 5
<p>Spelling (A)</p> <ul style="list-style-type: none"> • Spell Sitton priority words correctly • Apply short and long vowel patterns • Use knowledge of syllables and phonogram patterns to generate multisyllabic words • Apply correct pluralization (i.e., -s, -es, -ies, -ves) • Spell irregular plurals (i.e., mouse/mice; woman/women) • Spell simple contractions (i.e., those based on -not; will-; is/are/am) • Apply commonly used suffixes (i.e., -ed, ing, -est, -er) • Spell common r-controlled words (ie, er, ur, or) 	<p>Spelling (A)</p> <ul style="list-style-type: none"> • Spell Sitton priority words correctly • Spell irregular plurals (i.e., mouse/mice; woman/women) • Use a range of spelling strategies to spell multisyllabic words (word parts, connections to known words, complex sound-to-letter cluster relationships) • Spell complex contractions (i.e., those based on have, it's; there's) • Apply commonly used suffixes (i.e., -ly, -ion, -ful) • Apply commonly used prefixes (i.e., dis-, un-, non-, re-) • Spell common multisyllabic r-controlled words 	<p>Spelling (A)</p> <ul style="list-style-type: none"> • Spell Sitton priority words correctly • Spell commonly used regular and irregular plurals • Spell a full range of contractions • Spell a full range of plurals, and possessives • Spell common r-control words • Spell complex r-controlled words

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<p>B1. Interconnected Elements Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes. h. Create legible final drafts.</p>		
Grade 3	Grade 4	Grade 5
<p>Handwriting</p> <ul style="list-style-type: none"> Use verbal and visual paths to form cursive letters proportionately and efficiently (I) 	<p>Handwriting</p> <ul style="list-style-type: none"> Use verbal and visual paths to form cursive letters proportionately and efficiently (R) 	<p>Handwriting</p> <ul style="list-style-type: none"> Use verbal and visual paths to form cursive letters proportionately and efficiently (A)
<p>Text Layout</p> <ul style="list-style-type: none"> Arrange print on the page with consistent margins (R, A) Leave space between title and text (R, A) Use indentation or spacing to set off paragraphs (I) 	<p>Text Layout</p> <ul style="list-style-type: none"> Use indentation or spacing to set off paragraphs (R) 	<p>Text Layout</p> <ul style="list-style-type: none"> Use indentation or spacing to set off paragraphs (R, A)

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