Writing Instruction by Assessment Domains & 2008 ELA Standards

Types of Writing						
Name:						
Third Grade						
Friendly letter (greeting, body, closing, signature)						
☐ Invitation (time, date, place of the event)						
□ Narrative (characters, setting, follow logical sequence)						
□ Narrative Lesson District Webpage Support Document 3-5.2						
Descriptive writing about people, place, event						
Descriptive Lesson District Webpage Support Document 3-5.3						
☐ Write to entertain (jokes, riddles)						
☐ Entertainment Lesson District Webpage Support Document 3-5.4						
☐ Write to inform Lesson District Webpage Support Document 3-5.1						
Faculty Con de						
Fourth Grade						
☐ Continue with previous indicators ☐ Write to inform (postcards, flyors, letters, e. mails) written for						
☐ Write to inform (postcards, flyers, letters, e-mails) written for						
appropriate audience Write to inform Lesson District Webpage Support Document 4-5.1						
☐ Narrative (details, sequence of events to develop plot)						
☐ Narrative Lesson District Webpage Support Document 4-5.2						
☐ Descriptive writing appealing to readers senses						
☐ Descriptive Lesson District Webpage Support Document 4-5.3						
☐ Write to entertain (skits, plays)						
☐ Entertainment Lesson District Webpage Support Document 4-5.4						
Entertainment Lesson District Webpage Support Document 1 3.1						
Fifth Grade						
☐ Continue with previous indicators						
Write to inform (book reviews, newsletter articles) written for						
appropriate audience						
☐ Write to inform Lesson District Webpage Support Document 5-5.1						
□ Narrative (fully developed plot and consistent point of view)						
□ Narrative Lesson District Webpage Support Document 5-5.2						
Descriptive writing with precise language and vivid details						
☐ Descriptive Lesson District Webpage Support Document 5-5.3						
☐ Write to entertain for specific audience (picture books, comic books,						
graphic novels)						
☐ Entertainment Lesson District Webpage Support Document 4-5.4						

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