



**3**

# Common Core State Standards

**Standard:  
W.3.5**

**Grade 3**

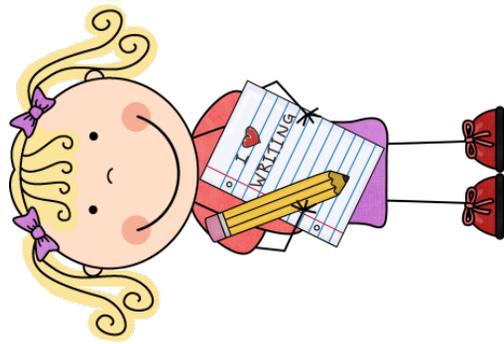
**Made for teachers,  
by teachers.**

**Worksheets and Activities  
that teach every standard!**

# Common Core State Standards

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

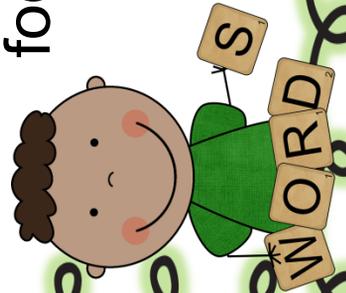
# Strengthen your Writing!



## Directions:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Using the Revision and Editing checklist, students will focus and strengthen their story to prepare for publishing.



Writer	Technique/Strategy	Teacher
	Focuses on a specific moment	
	Sequences the story so it flows logically (First, Then, Next, Finally)	
	Describing Words	
	3 senses (I saw, I felt, I tasted, I smelled, I heard)	
	Uses sensory details to create the setting	
	Demonstrates correct spelling	
	Capitals at the beginning of the sentence	
	Punctuation at the end of the sentence	

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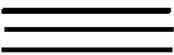
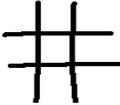
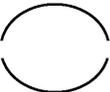
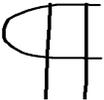
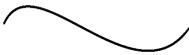
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# Editors

**Directions:** After completing a piece of writing, use this chart to edit your writing for spelling and other conventions. Work with a partner...maybe they will see something you missed. Fix your errors. Think about why they needed to be corrected.

Mark	Description	Example
	insert	<p style="text-align: center;">is</p> <p>What time dinner?</p> <p style="text-align: center;">^</p> <p>Is this for the tree or for the flowers?</p> <p style="text-align: center;">^</p>
	capitalize	<p>Sanchez lives in poland.</p> <p style="text-align: center;">≡</p>
	add space	<p style="text-align: center;">#</p> <p>Betty dancedwith her troupe.</p> <p style="text-align: center;">^</p>
	delete	<p>She went with <del>with</del> him to the beach.</p>
	close space	<p>The beetle ate  the aphid.</p>
	new paragraph	<p>So they sat on the porch and watched the parade. ¶ The next week, Danny and Paul went for a long trip on their canoe.</p>
	spelling error	<p style="text-align: center;"></p> <p>Papa likes to golg in the morning.</p>
	transpose	<p>Diane and friend  her sewed a blanket.</p>
	add period	<p>Mom likes her coffee in the morning </p> <p>She puts coffee in for her.</p>

# Revising

**Directions:** After completing a piece of writing, use this chart to revise your writing. Work with a partner...maybe they will see something you missed. Improve your writing. Listen to how it sounds.

- 1. Does the beginning grab (or hook) the reader's attention?
- 2. Are all of the possible questions answered?  
Did I answer Who? What? Where? When? Why? How?
- 3. Are my words interesting? Should I change one for another?
- 4. Is there enough detail to express feelings and thoughts?
- 5. Do I need to add more details, reasons, or examples?
- 6. Have I used enough descriptive words so the reader can picture what I am writing about?
- 7. Do I use varied sentence beginnings?
- 8. Did I use figurative language such as similes, metaphors, vivid verbs, onomatopoeia, and adjectives?
- 9. Do my sentences stay focused on the topic?
- 10. Does the writing flow sequentially?
- 11. Does the ending bring the piece to a close?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: With guidance and support from peers and adults, students should be able to demonstrate their skills in developing and strengthening writing as needed by planing, revising, and editing. Teachers and peers can use this checklist to asses student writing.

## Assessment

- 1. The beginning grabs (or hooks) the reader's attention.
- 2. Student answers a variety of questions within the writing.  
Who? What? Where? When? Why? How?
- 3. Student uses enough detail to express feelings and thoughts.
- 4. Student adds details, reasons, or examples.
- 5. Student uses descriptive words so the reader can better comprehend.
- 6. Student uses varied sentence beginnings.
- 7. Student uses figurative language such as similes, metaphors, vivid verbs, onomatopoeia, and adjectives.
- 8. The student uses sentences that stay focused on the topic.
- 9. The student's writing flows sequentially.
- 10. The ending brings the piece to a close.