

Writing Proficiencies Grid, Grade 3

Directions: Fill in the dates on which you have observed each target understanding in students' writing. See filled-in sample on page 18.

STUDENT NAMES ▶	TARGET UNDERSTANDINGS ▶	POWER UP GRAMMAR
		Descriptive Adjectives and Adverbs (page 19)
		Verb Tenses (page 23)
		Comparative and Superlative Adjectives (page 27)
		Abstract Nouns (page 31)
		Irregular Plural Nouns (page 35)
		Pronouns and Antecedents (page 39)
		Pronoun Order (page 43)

BUILD STRONG SENTENCES	
Possessive Nouns and Pronouns (page 47)	Simple Sentences (page 55)
Subject-Verb Agreement (page 51)	Complete Sentences and Fragments (page 59)
	Compound Sentences (page 63)
	Complex Sentences: Introductory Element (page 67)
	Appositives (page 71)
	Closers (page 75)
	-ing Words (page 79)
	Adverbs: Sentence Openers (page 83)
	Imperatives and "You" (page 87)

EXPAND WORD KNOWLEDGE	
Linking Words and Phrases (page 91)	Precise Verbs and Verb Phrases (page 99)
Paragraphing (page 95)	Words and Phrases for Effect (page 103)
	Compound Descriptors (page 107)
	Persuasive Language (page 111)
	Onomatopoeia (page 115)
	Multiple-Meaning Words (page 119)
	Root Words and Affixes (page 123)
	Simile (page 127)

MASTER PUNCTUATION AND CAPITALIZATION

MASTER PUNCTUATION AND CAPITALIZATION		EDIT LIKE AN EXPERT
Punctuate for Effect (page 131)	Commas in a Series (page 135)	
Conventions for Dialogue (page 139)	Contractions and Possessives (page 143)	Layout and Spacing (page 151)
Conventions for Proper Nouns (page 147)	Spelling Consciousness (page 155)	Syllabification for Spelling (page 159)
	Peer Editing (page 163)	Use an Editing Checklist (page 167)