

# Grade 3

## Fourth Prompt

### Thank You Note

#### Writing a Thank You Note

**English/Language Arts Content Standards:**

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.3 Write personal and formal letters, thank-you notes, and invitations.
  - a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.

**Writing Situation**

Notes are different from letters because they are shorter and easier to write. Has someone done something special for you? Is there someone you really should thank? (Allow an opportunity for discussion.) Some possible topics might be:

birthday gift	special trip	parents
someone helping you	field trip	invitation to a party
guest speaker/assembly	authors	

**Directions for Writing**

Think about someone who has done something special for you. It might have been a gift or an act of kindness. Write a thank you note to let that person know how you feel. Tell them what you are thanking them for and what it meant to you.

**Writing and Conventions Standards**

For this writing task, students will write a thank you note that:

- a. shows a clear purpose.
- b. includes the date, proper salutation, body, closing, and signature.
- c. uses fluid and legible cursive or joined italic.
- d. demonstrates grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

**Resources:**

*Reading/Language Arts Framework for California Public Schools*, pp. 88-94

*Write on Track Handbook*, pp. 88-91

*Write on Track Program Guide: The Forms of Writing*, pp. 17-20;

*Reading-Writing Connection*, p. 4

*Write on Track: Lesson Plans and Assessments*, pp.50-53

# Grade 3

## Fourth Prompt Rubric

### Thank You Notes

#### Writing a Thank You Note

4	<ul style="list-style-type: none"><li>▪ Fully addresses the prompt.</li><li>▪ Is clearly organized in a logical sequence with all the elements of a thank you note, in correct letter format.</li><li>▪ Is a single paragraph with a topic sentence, sentences that support a central idea with interesting facts and details, and a concluding sentence.</li><li>▪ Has vivid, interesting language with well-chosen sensory images that are relevant for the proposed audience.</li><li>▪ Has complete, coherent sentences that use a variety of patterns and lengths.</li><li>▪ Has effectiveness and variety of word choice.</li><li>▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.</li><li>▪ Has legible handwriting using cursive or joined italic.</li></ul>
3	<ul style="list-style-type: none"><li>▪ Responds to the prompt.</li><li>▪ Is organized in a logical sequence with most of the elements of a thank you note, in correct letter format.</li><li>▪ Is a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.</li><li>▪ Shows awareness of the proposed audience and establishes a purpose and context.</li><li>▪ Has mainly complete sentences that use more than one pattern.</li><li>▪ Has some variety in word choice.</li><li>▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.</li><li>▪ Has legible handwriting with appropriate spacing and most letters formed correctly.</li></ul>
2	<ul style="list-style-type: none"><li>▪ Attempts to respond to the prompt.</li><li>▪ May lack organization, the elements of a thank you note, and/or correct letter format.</li><li>▪ May lack proper paragraphing and/or details.</li><li>▪ May show awareness of the proposed audience and/or establishes a purpose and context.</li><li>▪ May have incomplete or incoherent sentences that may use only one pattern.</li><li>▪ May have little or no variety in word choice.</li><li>▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing.</li><li>▪ Has handwriting that is mostly legible with errors that may interfere with meaning.</li></ul>

<b>1</b>	<ul style="list-style-type: none"><li>▪ May not respond to the prompt. (May be off topic.)</li><li>▪ Lacks organization, the elements of a thank you note, and correct letter format.</li><li>▪ Lacks paragraphing, a central idea, and/or does not include details.</li><li>▪ Does not consider the proposed audience or establish a purpose or context.</li><li>▪ Has mainly incomplete or incoherent sentences.</li><li>▪ Contains mainly basic sight words with no descriptive language.</li><li>▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that may interfere with understanding of the writing.</li><li>▪ Handwriting may be mostly illegible.</li></ul>
<b>BP</b>	<ul style="list-style-type: none"><li>▪ Blank Paper</li></ul>

# Grade 3

## Fourth Prompt – Student Page

### Thank You Note

#### Writing a Thank You Note

#### Writing Situation

Notes are different from letters because they are shorter and easier to write. Has someone done something special for you? Is there someone you really should thank? Some possible topics might be:

birthday gift

special trip

parents

someone helping you

field trip

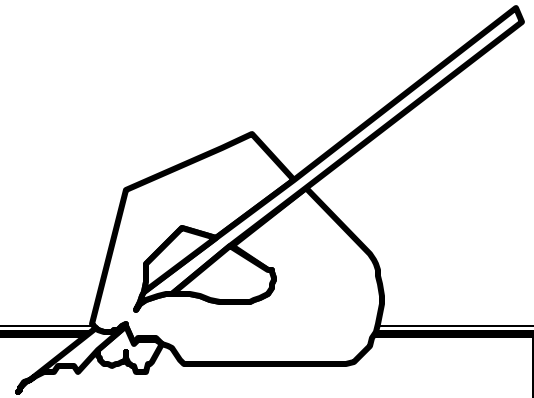
invitation to a party

guest speaker/assembly

authors

#### Directions for Writing

Think about someone who has done something special for you. It might have been a gift or an act of kindness. Write a thank you note to let that person know how you feel. Tell them what you are thanking them for and what it meant to you.



#### Writing and Conventions Standards

For this writing task, you will write a thank you note that:

- a. shows a clear purpose.
- b. includes the date, proper salutation, body, closing, and signature.
- c. uses fluid and legible cursive or joined italic.
- d. demonstrates grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

# District Writing Sample Scoring Rationale

Fourth Prompt. Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 4 high

## **Characteristics that make the paper a high 4:**

- a. Is clearly organized in a logical sequence with all the elements of a thank you note in correct letter format.
- b. Has 2 paragraphs.
- c. Clearly has the proposed audience in mind.
- d. Has interesting language.
- e. Has legible cursive handwriting.
- f. Lacks a clear and concise topic sentence.

## **Additional instructional steps to support this writer:**

- a. Encouraging the proper use of paragraphing.
- b. Modeling how to write a topic sentence with supporting details.
- c. Exposing the student to quality literature emphasizing topic sentences.

**Teacher Notes:**

May 23, 2001

Dear Mr. Jones,

Thank you for being nice to me these past few days. I never had a teacher who cared that the new kid had fun or wasn't laughed at. I think you will be the best teacher I've ever had. I like how you treat me and care about me. Also, how you tell me what to do or give me the books that I need.

I think you must be a great father. Your kids must love you. Thank you for being my friend.

Your student,

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 4 anchor

## **Characteristics that make the paper an anchor 4:**

- a. Has a single paragraph with topic sentence, supporting details, and with concluding sentence.
- b. Includes complete, coherent sentences that use a variety of patterns and lengths.
- c. Has effectiveness of word choice.
- d. Includes grade-level appropriate spelling, grammar, and capitalization.
- e. Has an unnecessary sentence.
- f. The proposed audience is not always at the forefront of the writer's thoughts.
- g. Does not use cursive handwriting.

## **Additional instructional steps for the writer's growth would include:**

- a. Teaching the student some prewriting techniques and structures.
- b. Practicing correct cursive handwriting.

**Teacher Notes:**

Dear Mrs. Corson

I am thankful that you are my teacher. I like the way you read on the microphone. The best thing I've ever done in your classroom was letting me be the best of the Science Fair. I wrote you a good long letter on my homework. This was the best year of all. All the good things happened this year. I hope next year is better.

Sincerely,



# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 4 low

## **Characteristics that make the paper a low 4:**

- a. Is clearly organized in a logical sequence.
- b. Attempts some cursive handwriting.
- c. Has grade-level appropriate conventions.
- d. Has complete, coherent sentences that use a variety of patterns.
- e. Lacks some elements of the thank you letter.
- f. Lacks supporting details and interesting facts.

## **Additional instructional steps to support this writer:**

- a. Teaching the student the elements and structure of a thank you note.
- b. Modeling how to add interesting facts and details to his/her writing.

**Teacher Notes:**

Dear Mayderet,

Thank you for coming to my birthday and giving me a gift. I really enjoyed you coming. It was fun having you there. I hope that next year I can invite you again.

Sincerely

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 3 high

## **Characteristics that make the paper a high 3:**

- a. Contains legible handwriting using cursive.
- b. Supports the central idea with interesting facts and details.
- c. Is clearly organized in a logical sequence with all the elements of a thank you note.
- d. Contains a fragment sentence.
- e. Does not capitalize “I” or create contractions by using an apostrophe.
- f. Has some spelling errors, possibly caused by incorrectly joining letters in cursive.

## **Additional instructional steps to support this writer:**

- a. Practicing correct cursive handwriting.
- b. Reviewing the capitalization rules for the proper pronoun, “I”.
- c. Instructing the student to not start sentences with a conjunction.

**Teacher Notes:**

May 22,

Dear Karalyna,

Thank you for playing with me every recess. When I'm hurt you take care of me. And you invited me to many sleepovers! Thanks for being my best friend! I really appreciate you so much!

Love,

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 3 anchor

## **Characteristics that make the paper an anchor 3:**

- a. Is a single paragraph with a topic sentence, supporting details, and a concluding sentence.
- b. Is clearly organized in a logical sequence.
- c. Has mainly grade-level appropriate conventions.
- d. Has appropriate word choice.
- e. Lacks correct comma usage in letter format.
- f. Lacks variety of sentence patterns.
- g. Has legible handwriting with some inappropriate spacing.

## **Additional instructional steps for the writer's growth would include :**

- a. Modeling a variety of ways to begin sentences.
- b. Conferencing with student on where commas should be used in a letter.
- c. Reviewing the need for spacing after a period.

**Teacher Notes:**

May, 3,

Dear Nina

Thank you for the money  
you gave me. I bought shorts  
and shirts I bought a new  
pair of shoes too. it's so kind of  
you to think of me on my birthday.

Love

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 3 low

## **Characteristics that make the paper a low 3:**

- a. Has some variety of word choice.
- b. Has topic sentence, simple supporting details and a concluding sentence without indenting the beginning paragraph.
- c. Has mainly grade-level appropriate spelling.
- d. Has attempted sophisticated sentence structure.
- e. Lacks elements of a thank you note in correct letter format.
- f. Missing periods.
- g. Lacks capitalization at the beginning of a sentence.

## **Additional instructional steps for the writer's growth would include:**

- a. Modeling the writing of thank you notes, emphasizing correct elements and format.
- b. Conferencing with student about correct usage of periods and the need to proofread writing.

**Teacher Notes:**

Thank you

Dear Mrs. Martin,

thank you very much for helping in our class. we appreciate that you took time from your day and helped out if we didn't have parents like you we wouldn't get parties. Like I said before we appreciate that you came and helped thank.

you

very

much

sincerely,



# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 2 high

## **Characteristics that make the paper a high 2:**

- a. Contains most of the elements of a thank you note with mostly correct format.
- b. Is a single paragraph with a topic sentence.
- c. Consists of grade-level appropriate spelling.
- d. Has incomplete sentences.
- e. Includes many errors in punctuation.
- f. Lacks details to establish a purpose.

## **Additional instructional steps for the writer's growth would include:**

- a. Demonstrating for the student where to use commas in a friendly letter.
- b. Modeling how to write sentences that include specific details to establish a purpose for the reader.
- c. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.

**Teacher Notes:**

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March 9.2001

Dear Grandma

Thank you for the thing you  
gave to me I like the money  
the best! I will buy some candy,

from

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 2 anchor

## **Characteristics that make the paper an anchor 2:**

- a. Is organized in a logical sequence.
- b. Includes details to establish a purpose.
- c. Lacks correct letter format.
- d. Contains a single run-on sentence without an end mark.
- e. Lacks proper paragraphing.
- f. Has some errors spelling, capitalization, and punctuation.

## **Additional instructional steps for the writer's growth would include:**

- a. Demonstrating for the student how to use proper paragraphing.
- b. Modeling correct letter format.
- c. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.

**Teacher Notes:**

Dear Mrs. Dow,

Thank you for being our  
room mother and all the stuff  
you did for us including the  
carnival. Thanks for helping donate  
food, drinks, candy for the parties.

Your friend

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 2 low

## **Characteristics that make the paper a low 2:**

- a. Includes mainly correct cursive handwriting .
- b. Has complete sentences.
- c. Contains inappropriate spacing of words and end marks.
- d. Lacks correct letter format.
- e. Repeats the same thought.
- f. Has errors in capitalization.
- g. Lacks paragraphing and details.

## **Additional instructional steps for the writer's growth would include:**

- a. Modeling correct letter format.
- b. Conferencing with the student to discover details about how the person "helped" and then showing the student how to include those details in his/her writing.
- c. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.

**Teacher Notes:**

Thank You  
Dear Aunt Jami, thank you for  
helping in the class room. You  
have been a great helper for  
the whole class room. We  
all appreciate you helping  
with our parties.

# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 1 high

## **Characteristics that make the paper a high 1:**

- a. Has all the elements of a friendly letter in an incorrect format.
- b. Contains frequent and numerous errors in spelling, grammar, capitalization, and punctuation that sometimes interferes with understanding of the writing.
- c. Requires periods to correct the run-on sentence.
- d. Lacks paragraphing.
- e. Does not include details or establish a context.

## **Additional instructional steps for the writer's growth would include:**

- a. Modeling correct letter format.
- b. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.
- c. Demonstrating for the student how to use proper paragraphing.

**Teacher Notes:**

May 24, 2001

Dear Mr. Herrera,

Thank you for coming to my class room it has been fun.  
You have done a lot for us for helping us it means a lot to  
us so much and it was fun.

Love



# District Writing Sample Scoring Rationale

Fourth Prompt, Grade 3

Thank You Note

Writing a Thank You Note

Rubric Score Point: 1 anchor

## **Characteristics that make the paper a high 1:**

- a. Has some of the elements of a friendly letter.
- b. Lacks paragraphing, a central idea, and details.
- c. Contains mainly complete sentences that use the same pattern.
- d. Contains mainly basic sight words with no descriptive language.
- e. Consists of legible handwriting.

## **Additional instructional steps for the writer's growth would include:**

- a. Conferencing with the student to discover details about what the person did and then showing the student how to include those details in his/her writing.
- b. Modeling correct letter format.

**Teacher Notes:**

Dear Mrs. Joven

Thank you for the pizza party. Thank for the  
phenomenal. I love you

love,