

When I was 5 on April 15th, 2005, I went to my cousins house. She lives in San Diego. Her name is Anna. Her house was huge.

After awhile we went bike riding around a hill. And then we rode our motor scooters around the block.

Then we went inside. We also had breakfast when we got inside. We ate until our stomachs hurt.

And then we went up to Anna's room to play. We played checkers and I won.

And then we to my mom and then my mom said, "We are going to Water Land." After that me and Anna screamed because we were excited. We couldn't wait.

So we got dressed really, really fast and hoped in the van waiting for my mom and Anna's mom. And then they finally came.

We stoped at a hotel because it was getting late. We were tired. And Water Land was far away. So we went up to the room and got some sleep.

Then we woke up. We started to get ready to leave again. So when we were ready we started heading off to Water Land.

We finally arrived at Water Land. Then we got tickets to almost everything there. First we went on almost all the water rides. My favorite one was called, The Windy Water. And then we went to 3 water shows. It was so interesting. I got splashed.

After that we were exhausted so we went home really exhausted.

"Water Land" / 3rd Grade / Narrative / Common Core Proficiency Check

Prompt: Think of a friend you have, in or out of school.

Tell one story that you remember whenever you think of this friend.

Key: ☒ Proficient ☐ Not Proficient • Not Evident

<input checked="" type="checkbox"/>	W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<input checked="" type="checkbox"/>	W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<input checked="" type="checkbox"/>	W.3.3c	Use temporal words and phrases to signal event order.
<input checked="" type="checkbox"/>	W.3.3d	Provide a sense of closure.
•	L.3.1b	Form and use regular and irregular plural nouns.
<input checked="" type="checkbox"/>	L.3.1c	Use abstract nouns (e.g., childhood).
<input checked="" type="checkbox"/>	L.3.1d	Form and use regular and irregular verbs.
<input checked="" type="checkbox"/>	L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
<input checked="" type="checkbox"/>	L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
•	L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<input checked="" type="checkbox"/>	L.3.1h	Use coordinating and subordinating conjunctions.
<input checked="" type="checkbox"/>	L.3.1i	Produce simple, compound, and complex sentences.
<input checked="" type="checkbox"/>	L.3.2a	Capitalize appropriate words in titles.
•	L.3.2b	Use commas in addresses.
<input checked="" type="checkbox"/>	L.3.2c	Use commas and quotation marks in dialogue.
<input checked="" type="checkbox"/>	L.3.2d	Form and use possessives.
<input type="checkbox"/> *	L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
•	L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

* "adding suffixes to base words" - stoped, hoped