<table>
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<tr>
<th>Learning Outcomes</th>
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<th>Misconceptions/Challenges</th>
<th>Application of Knowledge</th>
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</thead>
<tbody>
<tr>
<td><strong>LA.3.3.1.1</strong> – The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material).</td>
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</tr>
</tbody>
</table>
| Students who demonstrate an understanding of prewriting strategies (students who “get it”):  
  • generate ideas independently to determine writing topic.  
  • contribute to teacher led discussions to determine the purpose and intended audience.  
  • contribute to group collaboration to determine the purpose and intended audience.  
  • use prewriting strategies as an ongoing part of the writing process.  
  • return to writing plans and add/revise as needed.  
  • use prewriting strategies independently. |
| Common student misconceptions include the beliefs that:  
  • there are limitations to possible topics for writing.  
  • their ideas or experiences are not valued.  
  • prewriting strategies are not an integral part of the writing process.  
  • there is only one “correct” way to plan.  
  • everything on the writing plan must be included.  
  • active participation is not necessary. |
| Students can be expected to apply prewriting and planning strategies in the following situations:  
  • Prompts  
  • Various Content Area Writing Assignments  
  • Projects and Reports  
  • Independently Selected Writing Topics |
| **LA.3.3.1.2** – The student will prewrite by determining the purpose (e.g., to entertain, to persuade) and the intended audience of a writing piece. |
| **LA.3.3.1.3** – The student will prewrite by using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea. |
| Students who do not demonstrate an understanding of prewriting strategies (students who don’t “get it”) may:  
  • not generate ideas independently.  
  • not determine the purpose and intended audience.  
  • create sparse, unorganized, fragmented writing plans. |

Refer to Third Grade Task Analyses for more information on each benchmark.
- rush through planning process.
- ignore plan throughout writing process.
- not contribute or collaborate with group.

### Assessments
- Teacher Observations
- Self and Peer Assessments
- Rubrics
  - Traits of Writing Rubric
  - Grades 3-5 Extended Writing Rubric
  - Sample Third Grade Creative Writing Rubric
- Checklists
- Conferencing with Students

### Interventions: If students aren’t getting it, how do I respond?
Teacher interventions for struggling students include:
- Teacher modeling
- Shared writing
- Re-teaching
- Additional time
- Small group instruction
- One-on-one instruction
- Cooperative learning structures
- Differentiated instruction
- Providing opportunities to write for different purposes and audiences

### Resources
## Writing Process

### Standard 2: LA. 3.3.2 (Drafting) The student will write a draft appropriate to the topic, audience, and purpose.

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</table>
| **LA.3.3.2.1** – The student will draft writing by using a pre-writing plan to develop the main idea with supporting details that describe or provide facts and/or opinions. | Students who demonstrate an understanding of draft writing (students who “get it”):  
- use prewriting plan to create draft.  
- stay on topic (focus).  
- include supporting details.  
- include facts and/or opinions.  
- organize ideas with a beginning, middle, end, and transitional devices.  
- use appropriate leads.  
- contribute to teacher led discussions.  
- contribute to group collaboration.  
- draft independently. | Common student misconceptions include the beliefs that:  
- there are limitations to possible topics for writing.  
- prewriting strategies are not an integral part of the writing process.  
- draft must include a prescribed number of sentences, paragraphs, or page limits.  
- there is only one “correct” way to use the writing plan.  
- everything on the writing plan must be addressed in the draft.  
- their ideas or experiences are not valued.  
- active participation is not necessary. | Students are expected to apply draft writing in the following situations:  
- Prompts (journals, learning logs, reading response journals, story starters, etc.)  
- Various Content Area Writing Assignments  
- Projects and Reports  
- Independently Selected Writing Topics  
- Assessments |
| **LA.3.3.2.2** – The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions. | Students who do not demonstrate an understanding of draft writing (students who don’t “get it”) may:  
- create sparse, unorganized, fragmented drafts.  
- rush through draft.  
- ignore prewriting plan.  
- not contribute or collaborate with group. | Refer to Third Grade Task Analyses for more information on each benchmark. |  |

Refer to Third Grade Order of Instruction for an instructional calendar and additional lesson ideas.
<table>
<thead>
<tr>
<th>Assessments</th>
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<tr>
<td>• Teacher Observations</td>
<td>Teacher interventions for struggling students include:</td>
<td>• Read, Write, Think Lesson Plan for Drafting: Writing a catchy introduction or “hook” often eludes even the most proficient writers. In this lesson, students work in pairs to read introductory passages from several fiction texts and rate them for effectiveness.</td>
</tr>
<tr>
<td>• Self and Peer Assessments</td>
<td>• Teacher modeling</td>
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</tbody>
</table>
### Grade Level:
3

### Strand 3: Writing Process

### Standard 3: LA. 3.3.3 (Revising) The student will revise and refine the draft for clarity and effectiveness.

#### Learning Outcomes
**What do you want the students to know and be able to do?**

**LA.3.3.3.1** – The student will revise by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice.

**LA.3.3.3.2** – The student will revise by creating clarity by using a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning.

**LA.3.3.3.3** – The student will revise by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).

#### Progress Monitoring/Assessment
**How will we know the students “get it”? What is the difference between students that “get it” and students that don’t?**

Students who demonstrate an understanding of revision (students who “get it”):
- refer to prewriting plan to ensure logical thinking.
- stay on topic (focus).
- assess draft for clarity.
- use adequate word choice to include literary devices (dialogue, similes).
- organize ideas with a beginning, middle, end, and transitional devices.
- enhance sentence structure.
- utilize reference materials to modify word choice.
- evaluate the draft using various tools (i.e., teacher, peer, checklist, rubric).
- contribute to teacher led discussions.
- contribute to group collaboration.

Students who do not demonstrate an understanding of revising (students who don’t “get it”) may:
- not enhance their drafts.
- rush through or neglect the revising process.

#### Misconceptions/Challenges
**If students aren’t getting it, how do I respond?**

Common student misconceptions include the beliefs that:
- draft is the final product and does not need revising.
- draft must include a prescribed number of sentences, paragraphs, or page limits.
- quantity is better than quality.
- active participation is not necessary.

#### Application of Knowledge
**What is the range of situations that you expect students to apply the knowledge?**

Students are expected to apply revision in the following situations:
- Prompts (journals, learning logs, reading response journals, story starters, etc.)
- Various Content Area Writing Assignments
- Projects and Reports
- Independently Selected Writing Topics
- School-wide assessments

Refer to **Third Grade Order of Instruction** for an instructional calendar and additional lesson ideas.
LA.3.3.4 – The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).

Refer to Third Grade Task Analyses for more information on each benchmark.

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</tbody>
</table>
Grade Level: 3

Strand 3: Writing Process

Standard 4: LA. 3.3.4 (Editing) The student will edit and correct the draft for standard language conventions

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<th>Application of Knowledge</th>
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</thead>
<tbody>
<tr>
<td>What do you want the students to know and be able to do?</td>
<td>How will we know the students “get it”? What is the difference between students that “get it” and students that don’t?</td>
<td>If students aren’t getting it, how do I respond?</td>
<td>What is the range of situations that you expect students to apply the knowledge?</td>
</tr>
</tbody>
</table>
| LA.3.3.4.1 - The student will edit writing for the correct use of spelling patterns and generalizations and use a dictionary or other resources as necessary. | Students who demonstrate an understanding of editing (students who “get it”):  
• contribute to teacher led discussions.  
• contribute to group collaboration.  
• underline, highlight, or circle possible errors.  
• use resources to correct spelling, word choice, punctuation, capitalization, parts of speech, and proper subject/verb and noun/pronoun agreement. | Common student misconceptions include the beliefs that:  
• draft is the final product and does not need editing.  
• proper spelling, capitalization, or punctuation is not important as long as the main idea is understood.  
• quantity is better than quality.  
• their product is not valued.  
• oral language should dictate written language.  
• active participation is not necessary. | Students can be expected to apply editing in the following situations:  
• Prompts (journals, learning logs, reading response journals, story starters, etc.)  
• Various Content Area Writing Assignments  
• Projects and Reports  
• Independently Selected Writing Topics  
• School-wide assessments |
| LA.3.3.4.2 – The student will edit writing for the correct use of capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations. | Students who do not demonstrate an understanding of editing (students who don’t “get it”) may:  
• rush through editing.  
• not use the editing checklist.  
• inconsistently use punctuation and grammar.  
• make few edits, illogical edits, or no corrections at all. | | |
| LA.3.3.4.3 - The student will edit writing for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives. | | | Refer to Third Grade Order of Instruction for an instructional calendar and additional lesson ideas. |
### LA.3.3.4.4 - The student will edit writing for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns and plurals of irregular nouns.

### LA.3.3.4.5 - The student will edit writing for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences.

### LA.3.3.4.6 - The student will edit writing for the correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences.

Refer to Third Grade Task Analyses for more information on each benchmark.

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<td>- Teacher Observations</td>
<td>Teacher interventions for struggling students include:</td>
<td>- Editing Checklist: Checklist for students to use while editing their writing.</td>
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<td>- Self and Peer Assessments</td>
<td>- Teacher modeling</td>
<td></td>
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<tr>
<td>- Rubrics</td>
<td>- Shared writing</td>
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Elementary Language Arts Instructional Map – Third Grade

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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Standard 5: LA. 3.3.5 (Publishing) The student will write a final product for the intended audience.</th>
</tr>
</thead>
</table>

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<td>What do you want the students to know and be able to do?</td>
<td>How will we know the students “get it”? What is the difference between students that “get it” and students that don’t?</td>
<td>If students aren’t getting it, how do I respond?</td>
<td>What is the range of situations that you expect students to apply the knowledge?</td>
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</table>

<table>
<thead>
<tr>
<th>LA.3.3.5.1 – The student will prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who demonstrate an understanding of publishing (students who “get it”):</td>
</tr>
<tr>
<td>• apply the writing process from prewriting through publishing.</td>
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<tr>
<td>• may choose to publish when not required.</td>
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<tr>
<td>• create a polished product or presentation in the appropriate format.</td>
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<tr>
<td>• use appropriate graphics (e.g. drawings, illustrations, clip art, photographs, and videos).</td>
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<tr>
<td>• contribute to teacher led discussions.</td>
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<tr>
<td>• contribute to group collaboration.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LA.3.3.5.2 - The student will add graphics where appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who do not demonstrate an understanding of publishing (students who don’t “get it”) may:</td>
</tr>
<tr>
<td>• not enhance their final product.</td>
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<tr>
<td>• rush through the publishing process.</td>
</tr>
<tr>
<td>• create sparse, unorganized, fragmented writing pieces.</td>
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<tr>
<td>• not share with others.</td>
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<tr>
<td>• have an innate need to share their</td>
</tr>
</tbody>
</table>

Common student misconceptions include the beliefs that:

- creating a final product is not necessary.
- polishing and rewriting for publishing is a waste of time.
- children are not real authors.
- graphics are not important.
- quantity is better than quality.
- their product is not valued.
- active participation is not necessary.

Students can be expected to publish in the following situations:

- Prompts (journals, learning logs, reading response journals, story starters, etc.)
- Various Content Area Writing Assignments
- Authors’ Celebration
- Author’s Chair
- Contribution to the classroom library.
- Projects and Reports
- Independently Selected Writing Topics

Refer to Third Grade Task Analyses for more information on each benchmark.

Refer to Third Grade Order of Instruction for an instructional calendar and additional lesson ideas.
writing during all stages of the writing process.
- not contribute or collaborate with group.

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Interventions:
- Teacher modeling
- Shared writing
- Re-teaching
- Additional time
- Small group instruction
- One-on-one instruction
- Cooperative learning structures
- Differentiated instruction
- Providing opportunities to write for different purposes and audiences
Grade Level: 3

Strand 4: Writing Applications

Standard 1: LA.3.4.1 The student develops and demonstrates creative writing.

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</thead>
</table>
| **LA.3.4.1.1** – The student will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events. | Students who demonstrate an understanding of creative writing strategies (students who “get it”):  
- contribute to teacher led discussions.  
- contribute to group collaboration.  
- write real or imagined events.  
- create narrative through the use of character, setting, and plot.  
- include sensory details and a logical sequence of events.  
- compose various forms of creative writing (i.e. short books, skits, poems, and short stories) independently. | Common student misconceptions include the beliefs that:  
- narratives must be based on facts.  
- narratives are the only form of creative writing.  
- quantity is better than quality.  
- active participation is not necessary. | Students can be expected to apply draft writing in the following situations:  
- Prompts (journals, learning logs, reading response journals, story starters, etc.)  
- Various Content Area Writing Assignments  
- Projects and Reports  
- Independently Selected Writing Topics  
- Assessments |

| **LA.3.4.1.2** - The student will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format. |  |  | Refer to **Third Grade Order of Instruction** for an instructional calendar and additional lesson ideas. |

Refer to **Third Grade Task Analyses** for more information on each benchmark.
### Assessments
- Teacher Observations
- Self and Peer Assessments
- Rubrics
  - [Traits of Writing Rubric](#)
  - [Grades 3-5 Extended Writing Rubric](#)
  - [Sample Third Grade Creative Writing Rubric](#)
- Checklists
- Conferencing with Students

### Interventions: If students aren’t getting it, how do I respond?
Teacher interventions for struggling students include:
- Teacher modeling
- Shared writing
- Re-teaching
- Additional time
- Small group instruction
- One-on-one instruction
- Cooperative learning structures
- Differentiated instruction
- Providing opportunities to write for different purposes and audiences

### Resources
Grade Level: 3

Strand 4: Writing Applications

Standard 2: LA.3.4.2 The student develops and demonstrates technical writing that provides information related to real-world tasks.

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LA.3.4.2.1 – The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).

LA.3.4.2.2 – The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.

LA.3.4.2.3 – The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.

LA.3.4.2.4 – The student will write a variety of

Students who demonstrate an understanding of informative writing (students who “get it”):
- compose various forms of informational/expository writing (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).
- contribute to teacher led discussions.
- contribute to group collaboration.
- record information related to topic.
- create essays that include a topic sentence, supporting details, and relevant information.
- write various communications including friendly letters and thank-you notes.
- write simple directions to familiar locations using cardinal directions with an accompanying map.

Common student misconceptions include the beliefs that:
- essay must include three reasons.
- using the five-paragraph essay formula is the only way to effectively write in this genre.
- quantity is better than quality.
- active participation is not necessary

Students can be expected to apply draft writing in the following situations:
- Prompts (journals, learning logs, reading response journals, story starters, etc.)
- Various Content Area Writing Assignments
- Projects and Reports
- Independently Selected Writing Topics
- Assessments

Refer to Third Grade Order of Instruction for an instructional calendar and additional lesson ideas.
**Elementary Language Arts Instructional Map – Third Grade**

<table>
<thead>
<tr>
<th>Communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations).</th>
<th>LA.3.4.2.5 – The student will write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.</th>
<th>Students who do not demonstrate an understanding of informative writing (students who don’t “get it”) may:</th>
</tr>
</thead>
</table>
| Refer to Third Grade Task Analyses for more information on each benchmark. |  | • lack focus, organization, support, and conventions.  
• not create various forms of informational writing.  
• be reluctant to participate in shared writing of informational pieces.  
• not contribute or collaborate with group. |

<table>
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<tbody>
<tr>
<td>Learning Outcomes</td>
<td>Progress Monitoring/Assessment</td>
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</tbody>
</table>
| LA.3.4.3.1 The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. | Students who demonstrate an understanding of persuasive writing (students who “get it”):  
- create persuasive text that influences their reader.  
- develop supporting arguments for proposed ideas.  
- uses several persuasive techniques.  
- contribute to teacher led discussions.  
- contribute to group collaboration. | Common student misconceptions include the beliefs that:  
- persuasive text is the same as informative writing.  
- only one opinion is superior.  
- active participation is not necessary. | Students can be expected to apply draft writing in the following situations:  
- Prompts (journals, learning logs, reading response journals, story starters, etc.)  
- Various Content Area Writing Assignments  
- Projects and Reports  
- Independently Selected Writing Topics  
- Assessments |
| **What do you want the students to know and be able to do?** | **How will we know the students “get it”?**  
What is the difference between students that “get it” and students that don’t? | **If students aren’t getting it, how do I respond?** | **What is the range of situations that you expect students to apply the knowledge?** |

Refer to *Third Grade Task Analyses* for more information on each benchmark.
### Elementary Language Arts Instructional Map – Third Grade

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<td>Teacher interventions for struggling students include:</td>
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<td>• Checklists</td>
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<tr>
<td></td>
<td>• Providing opportunities to write for different purposes and audiences</td>
<td>Resources</td>
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</tbody>
</table>

Interventions:
- If students aren’t getting it, how do I respond?
- Teacher interventions for struggling students include:
  - Teacher modeling
  - Shared writing
  - Re-teaching
  - Additional time
  - Small group instruction
  - One-on-one instruction
  - Cooperative learning structures
  - Differentiated instruction
  - Providing opportunities to write for different purposes and audiences

Resources
Grade Level: 3

Strand 5 : Communication

Standard 1: LA.3.5.1 The student engages in the writing process and writes to communicate ideas and experiences.

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<thead>
<tr>
<th>Learning Outcomes</th>
<th>Progress Monitoring/Assessment</th>
<th>Misconceptions/Challenges</th>
<th>Application of Knowledge</th>
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<tr>
<td>What do you want the students to know and be able to do?</td>
<td>How will we know the students “get it”? What is the difference between students that “get it” and students that don’t?</td>
<td>If students aren’t getting it, how do I respond?</td>
<td>What is the range of situations that you expect students to apply the knowledge?</td>
</tr>
</tbody>
</table>

LA.3.5.1.1 The student will demonstrate beginning cursive writing skills.

Refer to Third Grade Task Analyses for more information on each benchmark.

Students who demonstrate an understanding of communication (students who “get it”):
- write uppercase/lowercase words in cursive.
- writes numbers and letters in manuscript legibly and fluently.
- use correct pencil and paper position, proper posture, and directionality.
- use appropriate resources to aid in learning cursive writing.
- contribute to teacher led discussions
- contribute to group collaboration.

Students who do not demonstrate an understanding of communication (students who don’t “get it”) may:
- write numbers and letters illegibly.
- use improper pencil and paper position, posture and directionality.
- not use appropriate resources to aid in learning cursive writing.
- not contribute or collaborate with group.

Common student misconceptions include the beliefs that:
- rushing improves the quality of penmanship.
- proper penmanship doesn’t matter as long as it is understandable.
- active participation is not necessary.

Students can be expected to apply communication skills in the following situations:
- Prompts (journals, learning logs, reading response journals, story starters, etc.)
- Various Content Area Writing Assignments
- Projects and Reports
- Independently Selected Writing Topics
- Assessments

Refer to Third Grade Order of Instruction for an instructional calendar and additional lesson ideas.
### Assessments
- Teacher Observations
- Self and Peer Assessments
- Rubrics
  - [Traits of Writing Rubric](#)
  - [Grades 3-5 Extended Writing Rubric](#)
- Checklists
- Conferencing with Students

### Interventions: If students aren’t getting it, how do I respond?
Teacher interventions for struggling students include:
- Teacher modeling
- Shared writing
- Re-teaching
- Additional time
- Small group instruction
- One-on-one instruction
- Cooperative learning structures
- Differentiated instruction
- Providing opportunities to write for different purposes and audiences

### Resources
- **Handwriting Without Tears Online Resources**: Resources including lesson plans, letter formation cards, and curriculum guides.
- **Zaner-Bloser Fonts Online**: Online resources for teachers to provide classroom activities that reinforce handwriting instruction.
### Grade Level: 3

**Strand 5: Communication**

**Standard 2: LA.3.5.1** *The student effectively applies listening and speaking strategies.*

<table>
<thead>
<tr>
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<tr>
<td><em>What do you want the students to know and be able to do?</em></td>
<td><em>How will we know the students “get it”?</em></td>
<td><em>Common student misconceptions include the beliefs that:</em></td>
<td><em>What is the range of situations that you expect students to apply the knowledge?</em></td>
</tr>
<tr>
<td>LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally.</td>
<td>Students who demonstrate an understanding of listening and speaking (students who “get it”):</td>
<td>• think alouds are not necessary.</td>
<td>Students can be expected to apply draft writing in the following situations:</td>
</tr>
<tr>
<td>LA.3.5.2.2 – The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.</td>
<td>• participate in think alouds.</td>
<td>• their ideas or experiences are not valued.</td>
<td>• Prompts (journals, learning logs, reading response journals, story starters, etc.)</td>
</tr>
<tr>
<td></td>
<td>• recall, interpret, and summarize information presented orally.</td>
<td>• their informal language is acceptable for all occasions.</td>
<td>• Various Content Area Writing Assignments</td>
</tr>
<tr>
<td></td>
<td>• plan, organize, and use appropriate voice, eye, and body movements.</td>
<td>• seeking clarification is not necessary.</td>
<td>• Projects and Reports</td>
</tr>
<tr>
<td></td>
<td>• contribute to teacher led discussions.</td>
<td>• listening to others’ presentations is a waste of time.</td>
<td>• Independently Selected Writing Topics</td>
</tr>
<tr>
<td></td>
<td>• contribute to group collaboration.</td>
<td>• active participation is not necessary.</td>
<td>• Assessments</td>
</tr>
<tr>
<td></td>
<td>Students who do not demonstrate an understanding of listening and speaking (students who don’t “get it”) may:</td>
<td></td>
<td>Refer to <strong>Third Grade Order of Instruction</strong> for an instructional calendar and additional lesson ideas.</td>
</tr>
<tr>
<td></td>
<td>• not participate in think-alouds.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• be unable to plan, organize, or use appropriate voice, eye, and body movements.</td>
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<td></td>
<td>• use only simple language patterns and sentence structure when communicating.</td>
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<tr>
<td></td>
<td>• not listen to oral presentations.</td>
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<td></td>
<td>• refrain from asking questions.</td>
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<tr>
<td></td>
<td>• not contribute or collaborate with group.</td>
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</tr>
</tbody>
</table>

*Refer to [Third Grade Task Analyses](#) for more information on each benchmark.*
### Assessments
- Teacher Observations
- Self and Peer Assessments
- Rubrics
  - Traits of Writing Rubric
  - Grades 3-5 Extended Writing Rubric
- Checklists
- Conferencing with Students

### Interventions: If students aren’t getting it, how do I respond?
Teacher interventions for struggling students include:
- Teacher modeling
- Shared writing
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- Additional time
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- One-on-one instruction
- Cooperative learning structures
- Differentiated instruction
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### Resources