

Priority Code

E = Essential
I = Important
C = Compact

Outcome Code

G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 1 The learner will apply enabling strategies and skills to read and write.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles.		
1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	I	Daily	G	What patterns do I see in the words and what sounds do they make?	<ul style="list-style-type: none"> ■ Making Words strategy ■ Word study activities 	<ul style="list-style-type: none"> ■ Making Words (P. Cunningham) ■ Mary Jo Lentz strategies 	Teacher observation
1.02 Apply meanings to common prefixes and suffixes to decode words in text to assist comprehension.	E	Weekly	G	What does the prefix/suffix mean?	<ul style="list-style-type: none"> ■ Word Building ■ Making Words ■ Guess the Covered Word ■ Framing Words 	Guided Reading	<ul style="list-style-type: none"> ■ Teacher observation ■ K-W-L Chart
1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently	E	Daily	G N	Based on what I know, does this word: <ul style="list-style-type: none"> ■ sound right? ■ look right? ■ make sense? 	<ul style="list-style-type: none"> ■ Use reading strategies that focus on prediction: ■ K-W-L ■ Predict if the sentences are true or false ■ Read the text to check predictions 	Guided Reading	<ul style="list-style-type: none"> ■ Teacher Observation ■ K-W-L Chart

Priority Code
E = Essential
I = Important
C = Compact

Outcome Code
G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: wide reading, word study discussion, book talk, book clubs, seminars, viewing, role play, studying author's craft.	E	Daily	G	What new words did I learn today and how?	<ul style="list-style-type: none"> Construct Word Maps (e.g., <div style="text-align: center;"> ear u not i e </div> RIVET game (4 blocks) Data Storage Center (Nancy Grieder) e.g. 3 column (word, meaning, picture) Thinking Maps – i.e., Bridge Map “Oh No” Game (Lentz) 	Ideas and strategies from: Nancy Grieder, Mary Jo Lentz, and P. Cunningham	<ul style="list-style-type: none"> Observation Teacher made tests Guided Reading
1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and meaning of words.	C	Weekly	G	How do I use dictionaries, glossaries, etc., to pronounce, spell, and understand words?	<ul style="list-style-type: none"> Practice using reference materials through mini-lessons Make a thesaurus word chain <div style="text-align: center;"> Ex. big </div> Add as many synonyms as possible Make a Bubble Map 	<ul style="list-style-type: none"> Dictionaries Glossaries Thesauruses Thinking Maps 	<ul style="list-style-type: none"> Observation Teacher made tests Writing rubrics
1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> increase fluency. build background knowledge. extend vocabulary. 	E	Daily	G I N	<p>How do I choose a “just right” book for self-selected reading?</p> <p>How do I choose a book on my independent reading level?</p>	<ul style="list-style-type: none"> Keep a reading response journal Keep a reading log Read daily during a self-selected reading time 	Accelerated Reading Program	<ul style="list-style-type: none"> AR test results Self-selected reading log Reading response journal Teacher observation

Priority Code
E = Essential
I = Important
C = Compact

Outcome Code
G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles)		
201 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	E	Daily	G	What strategies can I use to understand what I read?	<ul style="list-style-type: none"> ■ Think Alouds ■ Q-A-R ■ Story Sketch (read , sketch main idea) ■ Everybody Read To: ■ (answer question) 	<ul style="list-style-type: none"> ■ Nancy Grieder ■ 4 Block (P. Cunningham) 	<ul style="list-style-type: none"> ■ AR test ■ Reading Conferences ■ Question/Answer
2.02 Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> ■ setting a purpose. ■ previewing the text. ■ making predictions. ■ asking questions. ■ location information for specific purposes. ■ making connections. ■ using story structure and text organization to comprehend. 	E	Daily	G N I	What strategies can I use before, during, and after reading to help me to understand the text?	Reading strategies that interact with text: <ul style="list-style-type: none"> ■ Think, Pair, Share ■ 5 W's ■ K-W-L ■ Shark Attack ■ ERT (Everybody Read To...) ■ Picture Walks ■ Anticipation Guides 	<ul style="list-style-type: none"> ■ Conversation in Reading (Carson-Dellosa) ■ Nancy Grieder ■ P. Cunningham ■ (4 Blocks) <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> ■ Observation ■ Response journals ■ Reading tests
2.03 Read a variety of text, including: <ul style="list-style-type: none"> ■ fiction (short stories, novels, fantasies, fairy tales, fables). ■ nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). ■ poetry (proverbs, riddles, limericks, simple poems). ■ drama (skits, plays). 	E	Daily	G S I	What different types of texts do I know how to read?	<ul style="list-style-type: none"> ■ Role play (plays, skits) ■ Class bulletin board with different types of genres ■ Author's Chair/Corner ■ Thinking Maps Tree, Brace, Bridge 	<ul style="list-style-type: none"> ■ Textbooks ■ Library books 	<ul style="list-style-type: none"> ■ Teacher test ■ Teacher observation ■ Written response

Priority Code
E = Essential
I = Important
C = Compact

Outcome Code
G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> ■ author's purpose. ■ plot. ■ conflict. ■ sequence. ■ resolution. ■ lesson and/or message. ■ main idea and supporting details. ■ cause and effect. ■ fact and opinion. ■ point of view (author and character). ■ author's use of figurative language (e.g., simile, metaphor, imagery). 	E	Daily	G I S	What information in the text helps me better understand the author's purpose, conflict, plot, etc.?	<ul style="list-style-type: none"> ■ Construct story timelines ■ Use strategies of: <ul style="list-style-type: none"> ❖ Story Pyramid ❖ Mapping ■ Refine understanding of reading elements through testlets and daily reading lessons ■ Use graphic organizers to identify and interpret reading elements ■ Story strips (sequence) 	<ul style="list-style-type: none"> ■ Testlets ■ Thinking Maps/Graphic Organizers 	<ul style="list-style-type: none"> ■ Teacher made tests ■ Teacher observation
2.05 Draw conclusion, make generalizations, and gather support by referencing the text.	E	Weekly	I N	What clues in the text help me to draw conclusions and make generalizations?	Complete activities in daily reading skills lesson	<ul style="list-style-type: none"> ■ Blast off ■ Student texts (Basals, trade-books, newspaper, magazines, etc.) 	<ul style="list-style-type: none"> ■ Observation and anecdotal notes ■ Written assessment ■ Oral discussions
2.06 Summarize main ideas from written or spoken texts using succinct language.	E	Daily	I N G	How do I decide the most important ideas to include in my summary?	<ul style="list-style-type: none"> ■ Story sketching ■ Write a summary after listening to a read aloud ■ Response journal (give question stems) ■ Daily Reading Skills lesson ■ Thinking Maps (flow map) 	<ul style="list-style-type: none"> ■ Nancy Grieder ■ Various stories ■ Thinking Maps- graphic organizers 	<ul style="list-style-type: none"> ■ Observation ■ Oral and written retells ■ Teacher made tests ■ AR results ■ Thinking Maps
2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).	I	Weekly	I S G	What is the purpose of reading this text?	<ul style="list-style-type: none"> ■ Know and write the purpose for reading in a response log or journal ■ Explore different texts for different purposes 	Variety of different types of text	<ul style="list-style-type: none"> ■ Class discussions ■ Response log/journals ■ Individual conferences

Priority Code

E = Essential
I = Important
C = Compact

Outcome Code

G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
2.08 Listen actively by facing the speaker, making eye contact, asking questions to clarify the message, asking question to gain additional information and ideas.	C	Daily	G	What listening skill will show that I am paying attention to the speaker?	<ul style="list-style-type: none"> ■ Listen intently to answer and pose question during: <ul style="list-style-type: none"> ❖ Read alouds ❖ Shared reading ❖ Pair-share reading ❖ Poetry/choral reading ❖ Show and share ❖ Character role playing ■ Sharing of response logs 	<ul style="list-style-type: none"> ■ Variety of texts ■ Student – written pieces/stories 	<ul style="list-style-type: none"> ■ Observation ■ Response log

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds and literature circles)		
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> ■ considering the differences among genres. ■ relating plot, setting, and characters to own experiences and ideas. ■ considering main character's point of view. ■ participating in creative interpretations. ■ making inferences and drawing conclusions about characters and events. ■ reflecting on learning, gaining new insights, and identifying areas for further study. 	E	Daily	N I S	After reading, how can I share with others what I am thinking?	<ul style="list-style-type: none"> ■ Keep learning log ■ Thinking Map ■ Bubble Map – Character ■ Double Bubble Map compare ■ Diary entry from a character's point of view ■ Use Reader's Theater ■ Use writing, drama, art, music, or dance to respond to reading 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Variety of texts 	<ul style="list-style-type: none"> ■ Teacher observation ■ Learning log
3.02 identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.	E	Daily	S	How are _____ and _____ alike and different?	<ul style="list-style-type: none"> ■ Venn Diagrams ■ Double-Bubble Map ■ Write a letter from one character to another ■ Use sticky notes and/or bookmarks to cite the text ■ Read and compare different fairy tales 	<ul style="list-style-type: none"> ■ Variety of texts ■ Thinking Maps/Graphic Organizers 	<ul style="list-style-type: none"> ■ Observation ■ Graphic Organizers

3rd Grade English Language Arts Prioritized Curriculum

Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
3.03 Use text and own experiences to verify facts, concepts, and ideas.	I	Daily	I S N	How do I check facts, concepts, and ideas in what I read?	<ul style="list-style-type: none"> ■ Shark Attack ■ ERT (Everybody Read To) ■ Mini Lessons on using reference materials ■ Think-Pair-Share ■ Go back and check ■ Graphic Organizers 	<ul style="list-style-type: none"> ■ Reference materials ■ Graphic Organizers ■ Testlets 	<ul style="list-style-type: none"> ■ Observation ■ Graphic Organizers ■ Group work
3.04 Make informal judgments about television productions.	C	Occasionally	N	How do I make good choices about the information I get from television?	<ul style="list-style-type: none"> ■ Analyze advertising strategies used in newspapers and magazines ■ Discuss the purpose of different types of television productions (to entertain, to inform, to persuade) 	<ul style="list-style-type: none"> ■ Video library ■ Newspapers ■ Magazines ■ TV advertising clips 	<ul style="list-style-type: none"> ■ Class discussions ■ Writing logs
3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).	E	Daily	S	How is the information in the text similar to or different from the information in the graph?	<ul style="list-style-type: none"> ■ Compare a newspaper graph or chart with the related article ■ Create a chart, graph, or map to accompany a story ■ Use graphic organizers to organize and compare information from text across the curriculum 	<ul style="list-style-type: none"> ■ Newspapers ■ Maps ■ Brochures ■ Thinking Maps 	<ul style="list-style-type: none"> ■ Graphic Organizer ■ Class discussions
3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	C	Occasionally	I	What resources will help me find the information I need?	Have students conduct research on a topic (e.g., planets) using a variety of sources	<ul style="list-style-type: none"> ■ Encyclopedia ■ Dictionary ■ Internet ■ Variety of texts ■ Experts in that field 	<ul style="list-style-type: none"> ■ Research journals ■ Rubric for research information

Priority Code
E = Essential
I = Important
C = Compact

Outcome Code
G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 4 The learner will apply strategies and skills to create oral, written, and visual texts.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles.		
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.	I	Daily	G	How do I show expression when I read aloud?	<ul style="list-style-type: none"> Participate in echo reads and choral readings Model a variety of tones and expressions when reading aloud to students Listen to books on tape 	<ul style="list-style-type: none"> Variety on texts Books on tape 	Observation
4.02 Use oral and written language to <ul style="list-style-type: none"> present information in a sequenced, logical manner. discuss. sustain conversation and topic. 	E	Daily	G I	What are some ways I share my ideas out loud and on paper?	<ul style="list-style-type: none"> Student discussions in cooperative groups Literature Circles Retell an event or a story orally and in writing Use a Flow Map to organize information 	<ul style="list-style-type: none"> Variety of texts Thinking Maps 	<ul style="list-style-type: none"> Observation Literature Circles report sheets Graphic Organizers
4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	C	Weekly	G I	What are some ways I can share my writing with others?	<ul style="list-style-type: none"> Share stories orally from Author's Chair Revise and edit work to be displayed in class or the Media Center Tape record stories Combine stories with classmates in a book to share with other classes Read a story to another class 	<ul style="list-style-type: none"> Tape recorder Blank tapes Author's Chair 	<ul style="list-style-type: none"> Rubric for oral presentations Rubric for written products Author's notebook
4.04 Use planning strategies (with assistance) to generate topics and organize ideas (e.g., drawing, mapping, discussing, listing).	E	Weekly	I S	What graphic organizer am I going to use for prewriting? How can I organize my thoughts?	<ul style="list-style-type: none"> Brainstorm ideas with class Story Map Graphic organizers 	Thinking Maps/Graphic Organizers	Graphic organizers

Priority Code

E = Essential
I = Important
C = Compact

Outcome Code

G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written language.	E	Weekly	I	What is the purpose of my writing and who is my audience?	<ul style="list-style-type: none"> Have students write in a variety of formats (e.g., directions, recipes, letters, maps, etc.) Use mini-lessons to model writing for students 	<ul style="list-style-type: none"> Different formats as models Write From the Beginning Writing mini-lessons for 3rd Grade (Cheryl Sigron and Sylvia Ford) 	<ul style="list-style-type: none"> Rubric for writing Writing conferences
4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	E	Weekly	I	How do I use my graphic organizer to complete my rough draft?	<ul style="list-style-type: none"> Use a teacher made thinking map to model writing a rough draft Use focused writing mini-lessons 	<ul style="list-style-type: none"> Write From the Beginning lessons Thinking Maps Four Blocks writing lessons 	<ul style="list-style-type: none"> Rubric Conferences Observation
4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions. Instructions).	E	Daily	I S	How do I write... <ul style="list-style-type: none"> poems? simple narrative? short reports? in learning log? letters? notes? directions and instructions? 	<ul style="list-style-type: none"> Write daily Write to a pen pal Compile a poetry book with classmates Write in different formats in literacy centers. 	Variety of text for: <ul style="list-style-type: none"> writing prompts letters poems language books 	<ul style="list-style-type: none"> Writing portfolio Student/teacher conference
4.08 Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> clarify ideas. adding descriptive words and phrases. sequencing events and ideas. combining short , related sentences. strengthening word choice. 	E	Weekly	I	How do I revise my paper?	<ul style="list-style-type: none"> Read story to a group of peers for suggestions Use the strategy "Tell Me More" to revise (who?, what?, when?, where?, why?, how?, what kind?) 5W's Tag-story (tell something nice, ask question, give suggestion) 	<ul style="list-style-type: none"> Write From the Beginning Four Block 	<ul style="list-style-type: none"> Rubric for finished product Teacher observation

Priority Code
E = Essential
I = Important
C = Compact

Outcome Code
G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

3rd Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions, and instructions.	I	Daily	G N	What steps do I follow to write <ul style="list-style-type: none"> ■ directions and instructions? ■ a friendly letter? ■ a personal narrative? ■ a short report? 	<ul style="list-style-type: none"> ■ Write letters to pen pals ■ Write science/social studies reports ■ Focused writing lessons ■ Read aloud a story and have students write a story of the same genre (ex., read Cinderella and have them write a fairy tale) 	<ul style="list-style-type: none"> ■ Write From the Beginning lessons ■ Pen Pals ■ 4-Block Writing lessons ■ Grammar book ■ Science/Social Studies text 	Rubric
4.10 Explore technology as a tool to create a written product.	C	Daily	G N	How do I use technology to edit revise, or publish my paper?	<ul style="list-style-type: none"> ■ Have students type the final draft of their story ■ In cooperative groups allow students to create a PowerPoint presentation ■ Use editing tools (i.e., spell check, grammar check) to edit writing on computer 	<ul style="list-style-type: none"> ■ Computer with work processing ■ PowerPoint software 	<ul style="list-style-type: none"> ■ Rubric for writing ■ Rubric for PowerPoint

3rd Grade English Language Arts Prioritized Curriculum

Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 5 The learner will apply grammar and language conventions to communicate effectively.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles.		
5.01 Use correct capitalization (e.g., geographical, place names, holidays, special events, titles) and punctuation (e.g., commas in greeting, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions.	I	Daily	G	What punctuation and capitalization do I need to use in my paper?	<ul style="list-style-type: none"> Practice language conventions with Daily Oral Language Daily Language Review Conference with teacher Grammar lessons Use established editing marks consistently 	<ul style="list-style-type: none"> Daily Oral Language Daily Language Review Grammar Book Grammar Workbook 	<ul style="list-style-type: none"> Teacher conferences and observation Daily Oral Language results Daily Language Review results
5.02 Use correct subject/verb agreement.	I	On-going	G	How do I know that my subjects and verbs go together?	<ul style="list-style-type: none"> Partner edit for subject/verb agreement Practice grammar with Daily Oral Language Conference with teacher Grammar book lessons 	<ul style="list-style-type: none"> Daily Oral Language Grammar book Partners 	<ul style="list-style-type: none"> Daily Oral Language results Teacher observation Student's grades
5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	I	On-going	G	What kinds of sentences can I use to add variety to my writing?	<ul style="list-style-type: none"> Practice sentence variations from Write From the Beginning mini-lessons Highlight different types of sentences from a copy of a book's page 	<ul style="list-style-type: none"> Write from Beginning Text with several types of sentences 	<ul style="list-style-type: none"> Rubric for writing Highlighted texts
5.04 Compose two or more paragraphs with: <ul style="list-style-type: none"> topic sentences. supporting details. appropriate, logical sequence. sufficient elaboration. 	E	Weekly	G I	How do I organize the paragraphs in my writing?	<ul style="list-style-type: none"> Work with the teacher on focused and mini-lessons from Write From the Beginning Write unassisted from a prompt Color code elements of paragraphs 	<ul style="list-style-type: none"> Write From the Beginning Prompts 	<ul style="list-style-type: none"> Student/teacher conferences Rubric for writing

3rd Grade English Language Arts Prioritized Curriculum

Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	E	Daily	G	What strategies do I use to spell words?	<ul style="list-style-type: none"> ■ Making words strategy ■ Compile a personal spelling dictionary ■ Pocket chart for commonly misspelled words ■ “Sparkle” game (Lentz) ■ blocking/Configuring words 	<ul style="list-style-type: none"> ■ Making words series – P. Cunningham ■ Mary Jo Lentz Strategies ■ Nancy Grieder Strategies 	<ul style="list-style-type: none"> ■ Observation ■ Finished written products
5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	C	On-going	G	How do I use dictionaries, glossaries, word walls, etc., to correct my spelling mistakes when I proofread?	<ul style="list-style-type: none"> ■ Create personal dictionaries ■ Mini-lesson on identifying misspelled words ■ Mini-lesson on how to use a dictionary, glossary, etc. ■ Edit spelling with partner 	Editor’s checklist from Write From the Beginning	<ul style="list-style-type: none"> ■ Rubric for writing ■ Teacher observation
5.07 Edit (with assistance) to use convention of written language and format.	I	Weekly	G	How do I edit my paper?	<ul style="list-style-type: none"> ■ Use 1 or more sources to check spelling during an independent writing assignment ■ Work in pairs to edit a paragraph ■ Edit own work using editing checklist 	<ul style="list-style-type: none"> ■ Word Wall ■ Reference materials ■ Editor’s checklist 	<ul style="list-style-type: none"> ■ Rubric for writing ■ Observation ■ Writing portfolio
5.8 Create readable documents with legible handwriting.	C	Daily	G	Is my handwriting neat and legible?	<ul style="list-style-type: none"> ■ Recopy a rough draft for a final draft ■ Practice correct letter formation on dry erase boards 	<ul style="list-style-type: none"> ■ Handwriting books ■ Dry erase boards/markers 	<ul style="list-style-type: none"> ■ Teacher observations ■ Final product