

Just Write Grde 3 - Expository

BENCHMARK CODE	BENCHMARK	WEEK #	PAGE (S)	NOTES
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	1	1 – 67	
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	1	1 – 67	
LA.3.3.5.1	The student will prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia)	1	1 – 67	
LA.3.3.5.3	The student will share the writing with the intended audience	1	1 – 67	
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	1	1 – 67	
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	2	1 – 25	
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	2	1 – 25	
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	2	1 – 25	
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	2	1 – 25	
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	3	1 – 21	
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	3	1 – 21	
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	3	1 – 21	

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LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	3	1 – 21
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	4	1 – 35
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	4	1 – 35
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	4	1 – 35
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	4	1 – 35
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	4	1 – 35
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	4	1 – 35
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	5 & 6	1 – 43
LA.3.1.6.5	The student will relate new vocabulary to familiar words	5 & 6	1 – 43
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	5 & 6	1 – 43
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	5 & 6	1 – 43
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	5 & 6	1 – 43

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LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	5 & 6	1 – 43
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	5 & 6	1 – 43
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	5 & 6	1 – 43
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	7	1 – 27
LA.3.1.6.5	The student will relate new vocabulary to familiar words	7	1 – 27
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	7	1 – 27
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	7	1 – 27
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	7	1 – 27
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	7	1 – 27
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	7	1 – 27
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	8	1 – 21
LA.3.1.6.5	The student will relate new vocabulary to familiar words	8	1 – 21
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	8	1 – 21

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LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	8	1 – 21
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	8	1 – 21
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	8	1 – 21
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	8	1 – 21
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	8	1 – 21
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	9	1 – 19
LA.3.1.6.5	The student will relate new vocabulary to familiar words	9	1 – 19
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	9	1 – 19
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	9	1 – 19
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	9	1 – 19
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	9	1 – 19
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	9	1 – 19

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LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	10 & 11	1 – 59
LA.3.1.6.5	The student will relate new vocabulary to familiar words	10 & 11	1 – 59
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	10 & 11	1 – 59
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	10 & 11	1 – 59
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	10 & 11	1 – 59
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	10 & 11	1 – 59
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	10 & 11	1 – 59
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	10 & 11	1 – 59
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	12	1 – 29
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	12	1 – 29
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	12	1 – 29

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LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	12	1 – 29
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	13	1 – 33
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	13	1 – 33
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	13	1 – 33
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	13	1 – 33
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	13	1 – 33
LA.3.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotations marks in dialogue, and apostrophes in singular possessives	13	1 – 33
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	13	1 – 33
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	13	1 – 33
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	13	1 – 33
LA.3.1.6.5	The student will relate new vocabulary to familiar words	13	1 – 33

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LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material)	14	1 – 27
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	14	1 – 27
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	14	1 – 27
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	14	1 – 27
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	14	1 – 27
LA.3.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotations marks in dialogue, and apostrophes in singular possessives	14	1 – 27
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	14	1 – 27
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	14	1 – 27
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	14	1 – 27
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	14	1 – 27
LA.3.1.6.5	The student will relate new vocabulary to familiar words	14	1 – 27
LA.3.4.2.1	The student will write a variety of informational/expository forms (e.g.,	14	1 – 27

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rules, summaries, procedures, recopies, notes/messages, labels, instructions, graphs/tables, experiments, rubrics)

LA.3.2.2.4	The student will identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)	15 & 16	1 – 55
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material)	15 & 16	1 – 55
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	15 & 16	1 – 55
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	15 & 16	1 – 55
LA.3.4.2.1	The student will write a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics)	15 & 16	1 – 55
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	15 & 16	1 – 55
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	15 & 16	1 – 55
LA.2.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations)	15 & 16	1 – 55
LA.2.6.4.2	The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, stories	15 & 16	1 – 55
LA.3.3.3.4	The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklist, rubrics)	15 & 16	1 – 55

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LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	15 & 16	1 – 55
LA.3.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotations marks in dialogue, and apostrophes in singular possessives	15 & 16	1 – 55
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	15 & 16	1 – 55
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material	17	1 – 41
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	17	1 – 41
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	17	1 – 41
LA.3.4.2.1	The student will write a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics)	17	1 – 41
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	17	1 – 41
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	17	1 – 41
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	17	1 – 41

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LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	17	1 – 41
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	17	1 – 41
LA.3.1.6.5	The student will relate new vocabulary to familiar words	17	1 – 41
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material)	18 & 19	1 – 85
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	18 & 19	1 – 85
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	18 & 19	1 – 85
LA.3.4.2.1	The student will write a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics)	18 & 19	1 – 85
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	18 & 19	1 – 85
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	18 & 19	1 – 85
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	18 & 19	1 – 85
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	18 & 19	1 – 85
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	18 & 19	1 – 85

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LA.3.1.6.5	The student will relate new vocabulary to familiar words	18 & 19	1 – 85
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	18 & 19	1 – 85
LA.3.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotations marks in dialogue, and apostrophes in singular possessives	18 & 19	1 – 85
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	18 & 19	1 – 85
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 material (e.g., dictionary, thesaurus)	18 & 19	1 – 85
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material)	20	1 – 25
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece	20	1 – 25
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	20	1 – 25
LA.3.4.2.1	The student will write a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics)	20	1 – 25
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions	20	1 – 25

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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	20	1 – 25
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	20	1 – 25
LA. 3.1.4.3	The student will decode multi-syllabic words in isolation and in context	20	1 – 25
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly	20	1 – 25
LA.3.1.6.5	The student will relate new vocabulary to familiar words	20	1 – 25
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	20	1 – 25
LA.3.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotations marks in dialogue, and apostrophes in singular possessives	20	1 – 25
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	20	1 – 25
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 material (e.g., dictionary, thesaurus)	20	1 – 25