

Grades 3, 4, 5

Adopted 2004

Listening

L.1 Follow simple and complex directions

- a. Demonstrate understanding through non-verbal gestures or with single words or learned phrases [L.1.1.A](#)
- b. Follow simple two-step oral directions to complete a task in English [L.1.1.B](#)
- c. Interpret gestures and visual cues used in instruction [L.1.1.C](#)
- d. Perform basic classroom tasks when prompted [L.1.1.D](#)
- a. Follow simple three or four-step oral directions to complete a classroom task [L.1.2.A](#)
- b. Restate and execute multi-step oral directions [L.1.2.B](#)
- c. Respond appropriately and courteously to directions and questions [L.1.2.C](#)
- a. Perform most uncomplicated classroom tasks when prompted [L.1.3.A](#)
- a. Clarify classroom assignments with teacher and/or peers [L.1.4.A](#)

L.2 Understand spoken English to participate in social contexts

- a. Understand highly contextualized simple speech with frequent repetition and rephrasing [L.2.1.A](#)
- b. Understand basic language such as, greetings, leave-taking, questions, and directions [L.2.1.B](#)
- a. Understand simple speech produced by peers and adults on familiar topics with repetition and rephrasing [L.2.2.A](#)
- a. Understand age-appropriate social discourse with occasional repetition and rephrasing [L.2.3.A](#)
- a. Understand ageappropriate social discourse [L.2.4.A](#)
- b. Respond to messages by asking questions, challenging statements or offering examples that affirm the message [L.2.4.B](#)

L.3 Identify main ideas and supporting details from spoken English

- a. Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes **L.3.1.A**
- b. Listen attentively to stories and information read aloud **L.3.1.B**
- c. Demonstrate comprehension of oral presentations and instructions through nonverbal responses **L.3.1.C**
- a. Listen and respond to stories and other texts read aloud, including classic and contemporary works **L.3.2.A**
- b. Orally identify main points of simple conversations and stories read aloud **L.3.2.B**
- c. Understand the major ideas and supporting evidence in spoken messages **L.3.2.C**
- d. Identify some supporting details from a variety of media messages **L.3.2.D**
- e. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses **L.3.2.E**
- f. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content **L.3.2.F**
- a. Identify main ideas and fact versus fiction in broadcast media **L.3.3.A**
- b. Listen attentively to stories or content information and identify key details and concepts using both verbal and written responses **L.3.3.B**
- b. Listen attentively to more complex stories/information on new topics across content areas in order to identify the main points and supporting details **L.3.4.B**

L.4 Identify meaning of vocabulary in the content areas

- a. Understand limited key content area vocabulary supported by visual representations and realia (real-life objects) **L.4.1.A**
- a. Understand key content area vocabulary supported by visuals and written text provided during classroom instruction **L.4.2.A**
- a. Understand vocabulary and discourse features of content areas **L.4.3.A**

L.5 Identify speaker attitude and point of view

- a. Demonstrate understanding of speaker's feelings and attitudes toward a topic **L.5.1.A**
- a. Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity, and turn-taking **L.5.2.A**
- a. Interpret speaker's messages, purposes, and perspectives **L.5.3.A**
- b. Listen critically to interpret and evaluate **L.5.3.B**
- d. Identify the main ideas, points of view, and fact/fiction in broadcast and print media **L.5.3.D**

L.6 Make inferences and predictions

- a. Respond to the implications of tones of voice [L.6.1.A](#)
 - a. Infer speaker's implied meaning [L.6.2.A](#)
 - a. Infer speaker's messages, purposes, and perspectives [L.6.3.A](#)
 - a. Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and perspectives [L.6.4.A](#)
 - b. Differentiate fact and opinion on topics or issues presented by broadcast media [L.6.4.B](#)
-

Speaking

S.1 Use spoken language for daily activities within and beyond the school setting

- a. Use learned phrases to respond to questions and directions [S.1.1.A](#)
 - a. Make requests and obtain information from the community [S.1.2.A](#)
 - a. Participate in conversations on social topics by asking and requesting information [S.1.3.A](#)
 - b. Acquire goods, services, or information by spoken request [S.1.3.B](#)
 - a. Draw conclusions from interactions with individuals from other cultures [S.1.4.A](#)
-

S.2 Engage in conversations for personal expression and enjoyment

- a. Communicate basic wants and needs in English [S.2.1.A](#)
- b. Use common social greetings and simple repetitive phrases [S.2.1.B](#)
- a. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and requesting information [S.2.2.A](#)
- a. Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and requesting information [S.2.3.A](#)
- b. Demonstrate understanding of idiomatic expressions by responding to and using them appropriately [S.2.3.B](#)
- a. Negotiate and initiate social conversations by questioning, restating, requesting information and paraphrasing the communication of others [S.2.4.A](#)
- b. Talk about experiences using expanded vocabulary, descriptive words and paraphrasing [S.2.4.B](#)

S.3 Use spoken English and nonverbal communication in socially and culturally appropriate ways

- a. Maintain eye contact when communicating in person S.3.1.A
- a. Recognize some gestures, facial expressions and body language S.3.2.A
- a. Understand and interpret the significance of gestures, facial expressions, and body language S.3.3.A
- a. Produce appropriate gestures, facial expressions and body language S.3.4.A
- b. Use idiomatic expressions appropriately S.3.4.B
- c. Vary speech according to purpose, audience and subject matter S.3.4.C

S.4 Use English to interact in the classroom

- a. Recite rhymes, songs and simple stories S.4.1.A
- b. Respond orally to factual questions S.4.1.B
- a. Ask and respond to questions using phrases or simple sentences S.4.2.A
- b. Participate in classroom discussions S.4.2.B
- c. Restate in basic terms the main idea of oral presentations using subject area content S.4.2.C
- d. Ask and answer instructional questions using simple sentences S.4.2.D
- e. Give directions or instructions to classmates S.4.2.E
- f. Participate in guided discussions S.4.2.F
- g. Give simple oral reports S.4.2.G
- a. Participate actively in cooperative group activities and projects S.4.3.A
- b. Participate actively in content area discussions with peers and teachers S.4.3.B
- a. Exchange, support, and discuss opinions and individual perspectives with peers on a variety of topics dealing with content area information or issues S.4.4.A

S.5 Provide and obtain information; express and exchange opinions

- a. Answer instructional questions by using simple sentences S.5.1.A
- a. Answer instructional questions with supporting details S.5.2.A
- a. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message S.5.3.A
- a. Talk about experiences using expanded vocabulary, descriptive words and paraphrasing S.5.4.A
- b. Negotiate and initiate conversations by questioning, restating, requesting information, and paraphrasing the communication of others S.5.4.B

S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication

- a. Use clearly spoken single words and learned phrases to be understood by a native speaker S.6.1.A
- a. Speak understandably with awareness of English intonation and phonological patterns S.6.2.A
- a. Speak clearly and comprehensibly by using standard English grammatical forms, pronunciation, phrasing and intonation S.6.3.A
- a. Demonstrate control of the English phonological system and patterns of intonation when conversing with a native speaker in spontaneous situations S.6.4.A

S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics

- a. Describe a concrete object or concept with prepared text S.7.1.A
- a. Prepare and deliver short oral presentations S.7.2.A
- b. Retell stories and participate in short conversations S.7.2.B
- a. Prepare and deliver short presentations on ideas, images and topics obtained from various common sources S.7.3.A
- b. Prepare and ask basic interview questions and respond to them S.7.3.B
- a. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transitions, and appropriate conclusions S.7.4.A

S.8 Use strategies to extend communicative competence

- a. Use gestures for clarification and to support communication S.8.1.A
 - a. Ask for clarification and repetition S.8.2.A
 - b. Identify orally the main points of simple conversations and stories that are read aloud S.8.2.B
 - c. Make requests relevant to the teaching learning process (homework instructions) S.8.2.C
 - a. Formulate and pose questions during classroom discussions S.8.3.A
 - a. Respond to messages by asking questions or by challenging statements S.8.4.A
 - b. Summarize orally with accurate representation of the content of the conversation S.8.4.B
-

Reading and Comprehending

R.1 Recognize concepts of print literacy

- a. Demonstrate initial print awareness that print carries message **R.1.1.A**
 - b. Know the order of the alphabet; name and identify each letter of the alphabet **R.1.1.B**
 - c. Know the difference between capital and lower case letters **R.1.1.C**
 - d. Distinguish letters from words **R.1.1.D**
 - e. Demonstrate directionality by tracking print from left to right, and using return sweep **R.1.1.E**
 - f. Recognize that sentences in print are made up of separate words **R.1.1.F**
 - g. Recognize that words have correct spelling **R.1.1.G**
 - h. Identify the front cover, back cover, and title page of a book **R.1.1.H**
 - a. Understand that printed materials provide information **R.1.2.A**
 - b. Use knowledge of simple spelling patterns when reading **R.1.2.B**
 - c. Recognize capitalization and punctuation to convey meaning **R.1.2.C**
-

R.2 Demonstrate phonological awareness and the relationship of listening/speaking to decoding

- a. Demonstrate that print represents spoken language **R.2.1.A**
- b. Understand that as letters change, so do sounds **R.2.1.B**
- c. Use knowledge of consonants and vowels sounds to match sounds to letters **R.2.1.C**
- d. Use knowledge of consonants, consonant blends, and vowel sounds in decoding words **R.2.1.D**
- e. Read common word families and rhyming words **R.2.1.E**
- f. Use decoding skills to read known and unfamiliar words **R.2.1.F**
- g. Match oral words to printed words **R.2.1.G**

R.3 Build vocabulary to develop concepts

- a. Recognize high frequency words **R.3.1.A**
- b. Develop basic sight words **R.3.1.B**
- a. Use context clues as a strategy to figure out meaning of unfamiliar words and phrases **R.3.2.A**
- b. Use meaning clues and language structure to expand vocabulary (pictures, background knowledge, context clues) **R.3.2.B**
- c. Apply knowledge of letter-sound correspondences, language structure, and context to recognize words **R.3.2.C**
- d. Identify simple words with multiple meanings **R.3.2.D**
- e. Identify simple literary terms (title, author, illustrator) **R.3.2.E**
- a. Recognize common cognates **R.3.3.A**
- b. Demonstrate knowledge of prefixes and suffixes, root, antonyms, homonyms, synonyms and abbreviations to determine meaning **R.3.3.B**
- c. Recognize words that have multiple meanings in literature and texts in content areas **R.3.3.C**
- d. Recognize simple idioms and figures of speech **R.3.3.D**
- e. Identify simple literary terms across a variety of genre (title, author, illustrator) **R.3.3.E**
- a. Use knowledge of cognates and false cognates when reading **R.3.4.A**

R.4 Understand and use grammatical structures of English to improve reading comprehension

- a. Identify nouns and verbs (subjects and predicates) **R.4.1.A**
- a. Recognize basic English syntax (sentence structure) and grammar to derive meaning **R.4.2.A**

R.5 Read and demonstrate comprehension of main idea and supporting details

- a. Name characters and identify setting of story **R.5.1.A**
- b. Recognize the beginning, middle and end of narratives **R.5.1.B**
- c. Answer factual, simple questions about content of text **R.5.1.C**
- a. Participate in discussions describing characters, setting, events and plot **R.5.2.A**
- b. Identify the topic or main idea of text **R.5.2.B**
- c. Restate facts and details of text **R.5.2.C**
- d. Distinguish between fact and opinion in informational text **R.5.2.D**
- a. Summarize informational or narrative selections **R.5.3.A**
- b. Compare and contrast characters; describe setting and events in text **R.5.3.B**
- c. Demonstrate knowledge of story structure and sequence **R.5.3.C**
- d. Describe the development of plot and identify how conflicts are addressed and resolved **R.5.3.D**
- a. Recognize the theme (general observation about life and human nature) within a text **R.5.4.A**
- b. Identify main ideas and supporting details from grade appropriate texts **R.5.4.B**

R.6 Apply reading skills in social and academic contexts

- a. Identify common signs and logos **R.6.1.A**
- b. Use prior background knowledge to approach text **R.6.1.B**
- c. Use print from the environment to derive and reinforce meaning **R.6.1.C**
- d. Read and follow simple written directions **R.6.1.D**
- e. Use simple reference materials (such as picture dictionaries) to acquire concepts **R.6.1.E**
- f. Locate pictures, maps, keys, charts, tables, graphs, diagrams, chapter headings, and table of contents **R.6.1.F**
- a. Read and follow sequential or multiple step written directions to complete tasks and assignments **R.6.2.A**
- b. Use simple reference materials to acquire concepts (dictionary, thesaurus, technologies, vocabulary categories, and alphabetical order) **R.6.2.B**
- c. Use text features such as illustrations, diagrams, charts, glossaries, and indexes to draw information from text **R.6.2.C**
- d. Use strategies to read text (preview, predict, question while reading, reread, and self-correct) **R.6.2.D**
- a. Apply information using table of contents, index, and chapter headings, diagrams, keys, charts, tables, pictures, maps, graphs and glossary **R.6.3.A**
- b. Make connections between prior knowledge, personal experiences and what is read **R.6.3.B**

R.7 Read for research purposes

- a. Develop questions about a topic **R.7.2.A**
- b. Collect and organize information using a resource other than the textbook for presentations and/or projects **R.7.2.B**

R.8 Make inferences, predictions, and conclusions from reading

- a. Use pictures/graphics to make predictions about text, and discuss conclusions **R.8.1.A**
- a. Use pictures to make predictions about stories and informational text **R.8.2.A**
- b. Make and confirm predictions about the subject/story from text clues **R.8.2.B**
- c. Draw conclusions from information provided in the text **R.8.2.C**
- d. Draw inferences about stories read aloud and use simple phrases to communicate the inferences **R.8.2.D**
- a. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions supported by details **R.8.3.A**
- a. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions with supporting details about informational text, literary text, and text in content areas **R.8.4.A**

R.9 Analyze style and form of various genre

- a. Identify elements of a story, including character, setting, and sequence of events **R.9.1.A**
- b. Recognize format differences between poetry and prose **R.9.1.B**
- c. Recognize differences between expository and narrative text **R.9.1.C**
- d. Use graphic displays (photos, art, pictures, icons, symbols) and textual aides (sub-heading, graphs, charts) to understand stories and informational text **R.9.1.D**
- a. Demonstrate knowledge of story structure and sequence **R.9.2.A**
- b. Differentiate between fiction and non-fiction **R.9.2.B**
- c. Understand literary forms by recognizing and distinguishing among stories, poems, and information books **R.9.2.C**
- d. Distinguish between reality and fantasy in literature **R.9.2.D**
- e. Understand literary forms by recognizing and distinguishing among stories, poems, myths, fables, tall tales, plays, biographies, autobiographies, and historical fiction **R.9.2.E**
- f. Use text structure or sequence of ideas such as cause/effect or chronology to recall information **R.9.2.F**
- g. Distinguish between explicit examples of fact, opinion, and cause/effect in text **R.9.2.G**
- h. Determine whether the evidence in a text supports a conclusion **R.9.2.H**
- i. Identify information from graphic displays and textual aides **R.9.2.I**

R.10 Identify author's voice, attitude and point of view

- a. Understand that authors write for different purposes such as persuading, informing, entertaining and instructing **R.10.2.A**
 - a. Describe how the author's perspective or point of view affects the text **R.10.3.A**
-

Writing

W.1 Use conventions and formats of written English

- a. Write the English alphabet legibly in manuscript (printing) using upper and lower case **W.1.1.A**
 - b. Write messages from left to right and top to bottom of the page **W.1.1.B**
 - c. Use word and letter spacing to make messages readable **W.1.1.C**
 - d. Write personal information (name, address, phone number) **W.1.1.D**
 - e. Write labels, notes and captions for illustrations, charts, and objects **W.1.1.E**
 - f. Write words and short sentences from dictation with developmental spelling **W.1.1.F**
 - g. Copy from a model text with attention to using lines, margins, and spacing **W.1.1.G**
 - h. Write several sentences on a topic related to a visual prompt **W.1.1.H**
- a. Write the English alphabet legibly in cursive using upper and lower case **W.1.2.A**
 - b. Write sentences from dictation with more conventional spelling of familiar words **W.1.2.B**
 - c. Write simple sentences using key words available in the classroom environment **W.1.2.C**
 - d. Organize and record expository information on pictures, lists, charts and tables from information presented in the classroom **W.1.2.D**
 - e. Write several sentences on a topic in paragraph format using indentation **W.1.2.E**
- a. Write with consistent use of spelling patterns and rules **W.1.3.A**
 - b. Organize, record and summarize expository information for posters and presentations for literature and content areas subjects **W.1.3.B**
 - c. Write three paragraphs including a beginning, middle and end on a prompt/theme **W.1.3.C**
- a. Use resources to edit text for consistently correct spelling **W.1.4.A**
 - b. Write an essay or narrative demonstrating control of paragraph formation **W.1.4.B**

W.2 Use grammatical conventions of English

- a. Use capitalization and punctuation to begin and end sentences [W.2.1.A](#)
- b. Use nouns (singulars and plurals), verbs (singular and plural), pronouns, adjectives, adverbs in writing [W.2.1.B](#)
- c. Use basic grammatical constructions in simple sentences [W.2.1.C](#)
- a. Capitalize and punctuate correctly to clarify and enhance meaning (such as capitalizing titles, using possessives, commas in a series, apostrophes and contractions, and abbreviations) [W.2.2.A](#)
- b. Identify and correctly use subject verb agreement and past, present, and future tenses in writing simple sentences [W.2.2.B](#)
- c. Demonstrate knowledge of negatives and contractions [W.2.2.C](#)
- d. Demonstrate knowledge of verbs, tenses and modals (auxiliaries), WH-words and pronouns and antecedents [W.2.2.D](#)
- e. Demonstrate knowledge of parts of speech [W.2.2.E](#)
- a. Use punctuation and capitalization to enhance meaning and express complex thoughts (such as direct quotes and compound sentences) [W.2.3.A](#)
- b. Use a variety of parts of speech to clarify writing [W.2.3.B](#)
- c. Use prepositional phrases to elaborate written ideas [W.2.3.C](#)
- d. Demonstrate knowledge of nominative, objective, and possessive case [W.2.3.D](#)
- e. Use verb tenses appropriately in present, past, future, perfect and progressive [W.2.3.E](#)
- a. Use punctuation and capitalization to enhance meaning and express complex thoughts to produce complex sentences without sentence fragments or run-on sentences [W.2.4.A](#)
- b. Demonstrate control over grammatical elements, subject-verb agreement, pronoun-antecedent agreement, verbs forms, transitions and parallel construction [W.2.4.B](#)
- c. Use clauses, phrases and mechanics with consistent variation in grammatical forms [W.2.4.C](#)

W.3 Write using appropriate vocabulary choice and variation

- a. Use descriptive vocabulary to clarify details [W.3.1.A](#)
- a. Use thematic and content-specific vocabulary introduced in the classroom for writing across the curriculum [W.3.2.A](#)
- a. Select words from an expanded personal vocabulary to accurately communicate ideas clearly and concisely across the curriculum [W.3.3.A](#)
- a. Use vocabulary to convey intended meaning while recognizing the meanings and cultural uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms [W.3.4.A](#)

W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea

- a. Compose simple declarative, interrogative, imperative, and exclamatory sentences appropriate for language arts and other content areas based on a classroom model **W.4.1.A**
- b. Compose multiple sentences around a topic **W.4.1.B**
- a. Support a central idea with relevant details and examples **W.4.2.A**
- b. Write a brief expository composition that includes a thesis and some supporting details **W.4.2.B**
- c. Use resources to extend vocabulary choices in writing (bilingual dictionary, thesaurus, English dictionary) **W.4.2.C**
- a. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms, including a variety of sentence types **W.4.3.A**
- b. Use varied sentence structure to express meaning and achieve desired effect **W.4.3.B**
- c. Produce cohesive and coherent written text by organizing ideas, using effective transitions, and choosing precise wording **W.4.3.C**
- d. Organize ideas in writing to ensure coherence, logical progression, and support for ideas **W.4.3.D**
- a. Use effective sequences and transitions to achieve coherence and meaning **W.4.4.A**
- b. Produce a multiple paragraph essay that elaborates a thesis **W.4.4.B**
- c. Structure ideas and arguments within a defined context including supporting and relevant examples **W.4.4.C**

W.5 Use the writing process to produce writing

- a. Prewriting: Generate ideas for writing by using prewriting techniques such as drawing and teacher assisted listing of key thoughts **W.5.1.A**
- b. Drafting: Develop drafts by categorizing ideas and organizing them into sentences with teacher assistance **W.5.1.B**
- c. Editing: Edit writing for punctuation, capitalization and spelling with teacher assistance; create legible final copy **W.5.1.C**
- a. Prewriting: Use graphic organizers as a prewriting activity to demonstrate prior knowledge, add information and prepare to write **W.5.2.A**
- b. Drafting: Use simple sentences to follow an outline or graphic organizer to create a draft of a paragraph **W.5.2.B**
- c. Revising: Revise draft by elaborating text with expanded use of adjectives, adverbs and a variety of sentence structures **W.5.2.C**
- d. Revising: Revise writing for expanded word choice and organization with variation in grammatical forms **W.5.2.D**
- e. Editing: Edit draft for basic grammatical constructions; expand use of adjectives and adverbs; check for singular and plural agreement **W.5.2.E**
- a. Prewriting: Plan ideas through independent organizing activities such as listing, webbing, clustering, sequencing, and classifying in English **W.5.3.A**
- b. Drafting: Develop a draft by organizing ideas into sentences and paragraphs following an organizational plan **W.5.3.B**
- c. Revising: Revise writing by adding, elaborating, combining, deleting, and rearranging text **W.5.3.C**
- d. Editing: Edit writing to ensure use of grammar conventions **W.5.3.D**
- a. Prewriting: Use planning strategies to organize information, generate ideas, and develop voice **W.5.4.A**
- b. Drafting: Develop a draft independently by organizing and reorganizing content and by refining style to suit occasion, audience and purpose **W.5.4.B**
- c. Revising: Revise writing for appropriate word choice, consistent point of view, introductions, transitions, and conclusions **W.5.4.C**
- d. Editing: Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation **W.5.4.D**

W.6 Use various types of writing for specific purposes

- a. Write basic information on classroom assignments, such as, name, date, class subject, teacher **W.6.1.A**
 - b. Write to communicate basic personal information such as filling out forms, autobiographical sketches, home-culture descriptions **W.6.1.B**
 - c. List, label, or summarize content area information **W.6.1.C**
 - d. Write a few words or phrases about an event or character from a story read by the teacher **W.6.1.D**
 - e. Write a short narrative story that includes elements of setting and character **W.6.1.E**
 - f. Write in different forms for different purposes including lists to inform, letters to invite or thank, and stories to entertain **W.6.1.F**
- a. Write brief responses to selected literature with factual understanding of the text using simple sentences **W.6.2.A**
 - b. Write a brief narrative include elements of setting, character, and events **W.6.2.B**
 - c. Narrate a sequence of events with some detail **W.6.2.C**
 - d. Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose and context using conventional letter formats **W.6.2.D**
 - e. Write across the curriculum with teacher assistance stories and other compositions such as personal narratives, journal entries, friendly poems in English **W.6.2.E**
 - f. Write simple compositions such as descriptions, compare/contrast that have a main idea and some supporting details **W.6.2.F**
 - g. Write technical materials such as instructions for performing tasks or playing a game that include specific details **W.6.2.G**
- a. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions **W.6.3.A**
 - b. Use the writing process to write brief narratives using standard grammatical forms **W.6.3.B**
 - c. Write simple compositions that address a single topic that include supporting sentences with concrete sensory details of people, places, things or experiences **W.6.3.C**
 - d. Write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resume **W.6.3.D**
 - e. Write a brief expository composition that includes a thesis and some points of support; provide information from primary sources; organize and record information on charts and graphs **W.6.3.E**
 - f. Write short expository text that proposes a solution to a problem or speculates on causes and effects **W.6.3.F**

- a. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text [W.6.4.A](#)
 - b. Write stories or other compositions such as personal narrative, stories, and poetry, that employ a logical sequence of events, provide insight into why the incident is notable, and include details to develop the plot in English [W.6.4.B](#)
 - c. Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms [W.6.4.C](#)
-

W.7 Use multiple sources to extend writing

- a. Record or dictate knowledge of a topic in a variety of ways, such as by drawing pictures, making lists, or using graphic organizers to show connections among ideas [W.7.1.A](#)
 - a. Identify questions for investigating a given topic [W.7.2.A](#)
 - b. Use print or technology resources to write a simple informative paper [W.7.2.B](#)
 - c. Use accepted format (including quotation and reference notes) to credit sources of information [W.7.2.C](#)
 - a. Develop questions to guide research [W.7.3.A](#)
-

W.8 Use tone and voice to engage specific audiences

- a. Identify an audience for writing in English [W.8.1.A](#)
- a. Produce writing for given audiences and purposes in English [W.8.2.A](#)