

Structures of Language					
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)					
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-1.1: <u>Writing a variety of complete simple sentences</u> (Local) EXAMPLES: declarative, exclamatory, and interrogative	I will <u>write different types of complete sentences</u> such as: <ul style="list-style-type: none"> • declarative • exclamatory • interrogative 	W-4-1.1: <u>Writing a variety of complete simple and compound sentences</u> (State)	I will write a variety of simple and <u>compound sentences</u> .	W-5-1.1: <u>Using varied sentence length and structure to enhance meaning</u> (e.g., <u>including phrases and clauses</u>) (Local)	I will <u>vary my sentences in length and structure to make them more meaningful</u> . I will <u>include phrases and clauses</u> .
W-3-1.2: Recognizing indentations for new paragraphs) (Local)	I know a new paragraph is always indented.	W-4-1.2: <u>Using the paragraph form: indenting, main idea, supporting details</u> (State)	I will <u>write paragraphs that include</u> : <ul style="list-style-type: none"> • <u>indenting</u> • <u>main idea</u> • <u>supporting details</u> 	W-5-1.2: Using the paragraph form: indenting, main idea, supporting details (Local)	I will write paragraphs that include: <ul style="list-style-type: none"> • indenting • main idea • supporting details
W-3-1.3: Not assessed at this grade level		W-4-1.3: Not assessed at this grade level		W-5-1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast EXAMPLE: When given a paragraph and a list of text structures	I will recognize how the following text structures are organized <i>within</i> paragraphs: <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • support • compare/contrast

Structures of Language (<i>CONTINUED</i>)					
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)					
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-1.4: Not assessed at this grade level		W-4-1.4: Not assessed at this grade level		W-5-1.4: Not assessed at this grade level	
W-3-1.5: <u>Recognizing complete sentences</u> (Local) EXAMPLES: simple and compound sentences	I will <u>recognize complete sentences</u> such as: <ul style="list-style-type: none"> • simple • compound 	W-4-1.5: Subsumed in W-4-1.1		W-5-1.5: Subsumed in W-5-1.1	
W-3-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.	W-4-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.	W-5-1.6: Applying directionality as appropriate to text (Local) EXAMPLE: double-columned text	I know how to organize my paper for specific writing assignments.

Reading Connection					
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)					
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-2.1: Selecting <u>appropriate</u> information to set context/background (Local) EXAMPLE: When setting context, include author, title, brief summary	To help the reader better understand, I will select <u>appropriate (important)</u> information to set context (background information). For example: <ul style="list-style-type: none"> • author • title • brief summary 	W-4-2.1a: Selecting appropriate information to set context/background (State)	After I have read a text, I will select appropriate information to set the context/background. I will write an introduction that sets context/background.	W-5-2.1: Selecting appropriate information to set context/background (Local) EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is	After I have read a text, I will select appropriate information to set the context/background.
W-3-2.2: Selecting ideas that support the development of a summary	I will select ideas for a summary.	W-4-2.2: <u>Summarizing ideas</u> (Local)	I will <u>summarize ideas</u> .	W-5-2.2: Summarizing <u>key</u> ideas (Local)	I will summarize <u>key</u> ideas.
W-3-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (Local)	I will connect what I have read (plot/ideas/concepts) to what I already know.	W-4-2.3: Connecting what has been read (plot/ideas/concept) to prior knowledge, which might include other texts (State)	I will connect what I have read (plot/ideas/concepts) to what I already know or other texts I have read..	W-5-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts, by referring to relevant ideas</u> (Local)	I will connect what I have experienced and <u>what I have read</u> to help me understand the important (<u>relevant</u>) ideas.

Reading Connection					
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W:3)					
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-3.1: Stating a focus (purpose), when responding to a given question (Local)	I will state a focus (purpose) when answering a question.	W-4-3.1: Stating <u>and maintaining</u> a focus (purpose) when responding to a given question (State)	I will state <u>and maintain</u> a focus when answering a question.	W-5-3.1: Stating and maintaining a focus (purpose) when responding to a given a question (Local)	I will state and maintain a focus when answering a question.
W-3-3.2: Making inferences about content, events, characters, or setting (Local)	I will make inferences (use what I know or what I have read) about: <ul style="list-style-type: none"> • content • events • characters • setting 	W-4-3.2: Making inferences about content, events, characters, setting, or <u>common themes</u> (State) EXAMPLE (of theme): honesty isn't always easy	I will make inferences (use what I know or what I have read) about: <ul style="list-style-type: none"> • content • events • characters • setting • <u>common themes</u> 	W-5-3.2: Making inferences about content, events, characters, setting, or common themes (Local)	I will make inferences about: <ul style="list-style-type: none"> • content • events • characters • setting • common themes
W-3-3.3: Using details or references to text to support focus (Note: support may include prior knowledge) (Local)	I will use details from something I have read or know to support my ideas in writing.	W-4-3.3: Using <u>specific</u> details <u>and</u> references to text to support focus (State)	I will use <u>specific</u> details <u>and</u> references to the text to support my ideas in writing.	W-5-3.3: Using specific details and references to text <u>or citations</u> to support focus (Local)	I will use specific details and references to the text <u>or direct quotes (citations)</u> to support my ideas in writing.
W-3-3.4: Organizing ideas, <u>using basic transition words</u> (e.g., first, next, then, finally) and having a concluding statement (Local)	I will organize ideas <u>using</u> : <ul style="list-style-type: none"> • <u>transition words</u> such as first, next, then, and finally • concluding statement(ending sentence) 	W-4-3.4: Organizing ideas, using transition words/ <u>phrases</u> and <u>writing a conclusion</u> (State)	I will organize ideas by using: <ul style="list-style-type: none"> • transition words/<u>phrases</u> • <u>writing a conclusion</u> 	W-5-3.4: Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u> (Local)	I will organize ideas by using: <ul style="list-style-type: none"> • transition words/phrases • <u>writing a conclusion that provides closure</u>

Expressive Writing					
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)					
W-4: In written narratives, students organize and relate a story line/plot/series of events by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-4.1: Creating a clear, understandable story line with a beginning, middle, and end (Local)	My stories will be clear (understandable) with a beginning, middle and end.	W-4-4.1: Creating a clear, understandable story line with a beginning, middle, and end (State)	My stories will be clear with a beginning, middle and end.	W-5-4.1: Creating a clear and <u>coherent (logically consistent)</u> story line (Local)	I will create a story line that is <u>clear and connected (coherent)</u> .
W-3-4.2: Not assessed at this grade level		W-4-4.2: Establishing a problem and solution (State)	I will write about a problem and state its solution.	W-5-4.2: <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> (Local)	When writing I will include: <ul style="list-style-type: none"> • <u>setting or background information (context)</u> • <u>problem/conflict/challenge</u> • <u>solution (resolution)</u>
W-3-4.3: Using basic transition words, when appropriate	I will use transition words when needed.	W-4-4.3: <u>Establishing transitions by using signal words/phrases</u> (Local)	<u>When making transitions I will use signal words /phrases.</u>	W-5-4.3: <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u> (Local)	<u>To increase (enhance) meaning, I will use transition words/phrases to show the sequence of events (chronology)</u>

Expressive Writing					
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)					
W-5: Students demonstrate use of narrative strategies by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-5.1: Using details (Local)	I will use details.	W-4-5.1: Using relevant and descriptive details (State)	I will use <u>important (relevant) and descriptive</u> details.	W-5-5.1: Using relevant and descriptive details <u>to advance the plot/story line</u> (Local)	To develop the <u>plot/story line</u> , I will use: <ul style="list-style-type: none"> • relevant (important) details • descriptive details
W-3-5.2: Not assessed at this grade level		W-4-5.2: Not assessed at this grade level		W-5-5.2: Using dialogue to advance <u>plot/story line</u> (Local)	I will use dialogue to develop (advance) the <u>plot/story line</u> .
W-3-5.3: Creating character(s) through description of <u>physical attributes</u> (Local)	When I create character(s), I will describe what the character(s) looks like (<u>physical attributes</u>).	W-4-5.3a: Identifying characters (State) W-4-5.3b: Creating character(s) through description of <u>physical attributes and behaviors</u> (Local)	I will identify characters. When I create character(s), I will describe the character’s <u>physical attributes and behaviors</u> (looks and acts like) .	W-5-5.3: <u>Developing characters through description</u> (Local)	I will <u>use description to develop characters</u> .
W-3-5.4: Not assessed at this grade level		W-4-5.4: Not assessed at this grade level		W-5-5.4: <u>Using voice appropriate to purpose</u> (Local)	I will <u>use voice (such as style, word choice) appropriate to the topic and audience</u> .
W-3-5.5: Writing about observations and experiences (Local)	I will write about things I have seen (observations) and done (experiences).	W-4-5.5: Writing about observations and experiences (Local)	I will write about observations (things I have seen) and experiences (things I have done).	W-5-5.5: <u>Establishing a focus when writing</u> about observations and experiences (Local)	I will <u>establish a focus</u> when writing about observations and experiences.
W-3-5.6: Extending and elaborating ideas <u>with purpose</u> (Local)	I will elaborate (add details to my ideas) that match my <u>reason for writing (purpose)</u> .	W-4-5.6: <u>Selecting and elaborating important ideas</u> (Local)	I will <u>select and elaborate important ideas</u> .	W-5-5.6: Selecting and elaborating important ideas; and <u>excluding extraneous details</u>	I will select and elaborate important ideas. I will <u>leave out unimportant</u>

				(Local)	<u>(extraneous) details.</u>
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Informational Writing					
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)					
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-6.1: Using a given organizational structure for grouping facts and <u>ideas</u> (e.g., template, frame, graphic organizer) (Local)	I will use graphic organizers to sort facts and <u>ideas</u> .	W-4-6.1: <u>Grouping ideas logically</u> (e.g., <u>predictable categories</u> , <u>steps of a procedure</u> , <u>reasons/arguments</u>) (State)	I will <u>group ideas logically</u> by using <ul style="list-style-type: none"> • <u>predictable categories</u> • <u>steps of a procedure</u> • <u>reason/arguments</u> 	W-5-6.1: <u>Using an organizational text structure appropriate to focus/controlling idea</u> (Local) EXAMPLES (of text structures): description, sequential, proposition/support, compare/contrast	I will <u>organize my ideas by using the appropriate text structure such as</u> : <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • compare/contrast
W-3-6.2: Selecting <u>appropriate</u> facts to set context/background (Local)	I will select (choose) <u>appropriate</u> facts to write about a topic.	W-4-6.2a: <u>Writing an introduction that sets the context</u> (including <u>materials list in procedures</u>) (State)	I will <u>write an introduction to set the background (context) of my writing</u> (including <u>listing materials in a procedure</u>).	W-5-6.2: Selecting appropriate information to set the context	I select appropriate information to set the context (background).
		W-4-6.2b: Selecting appropriate <u>information</u> to set context/background (Local)	I will select appropriate <u>information</u> to set the background (context).		
W-3-6.3a: <u>Using basic transition words, when appropriate</u> (Local)	I will <u>use connecting</u> (transition) words when <u>needed</u> (appropriate).	W-4-6.3a: <u>Using transition words or phrases</u> (State)	I will <u>use transition</u> (connecting) words or <u>phrases</u> .	W-5-6.3: Using transition words or phrases (Local) EXAMPLES: for procedures-using numbering, ordering; for compare/contrast – using “on the other hand”	I will use transition words or phrases appropriate to text structure.
W-3-6.3b: <u>Using numbering or words to arrange the steps in a logical manner</u> (Local)	I will <u>use numbers or words to write steps in an order that makes sense</u> (logical).	W-4-6.3b: Using numbering or words to arrange the steps in a logical manner (Local)	I will use numbers or words to write steps in a logical order (makes sense).		

Informational Writing (<i>CONTINUED</i>) Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)					
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-6.4: Providing a concluding statement (Local)	I will write a concluding statement.	W-4-6.4: <u>Writing a conclusion (State)</u>	I will <u>write a conclusion.</u>	W-5-6.4: Writing a conclusion that <u>provides closure.</u> (Local)	I will write a conclusion that <u>provides closure (an ending).</u>
W-3-6.5: Providing a list of resources (e.g. materials to be used in a task) (Local)	I will list materials I use in a task.	W-4-6.5: Providing a list of resources (<u>e.g. materials used in a task; sources used for reference</u>) (Local)	I will list <u>materials I use in a task. I will list sources I use for reference.</u>	W-5-6.5: Providing a list of resources (e.g. materials used in a task; sources used for reference) (Local)	I will list materials I use in a task. I will list sources I use for reference.

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)					
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-7.1: Establishing a topic (Local)	I will state a topic (what the story is about).	W-4-7.1: Establishing a topic (State)	I will choose a topic.	W-5-7.1: Establishing a topic (Local)	I will establish a topic.
W-3-7.2: <u>Stating</u> a focus/controlling idea on a topic (Local) EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus	I will state the focus/controlling (main) idea on a topic.	W-4-7.2: Stating and <u>maintaining</u> a focus/controlling idea on a topic (State)	I will state and <u>keep</u> (<u>maintain</u>) a focus/controlling idea.	W-5-7.2: Stating and maintaining a focus/controlling idea on a topic (Local)	I will state and maintain (keep) a focus/controlling idea.

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (W-8)					
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-8.1: Including details/information relevant to topic and/or focus (Local)	I will include details important (relevant) to my topic and focus.	W-4-8.1: Including <u>facts</u> and details relevant to focus/ <u>controlling idea</u> (State)	I will include <u>facts</u> and details relevant (important) to my focus/ <u>controlling idea</u> .	W-5-8.1: Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> (Local)	I will include facts and details relevant to my focus/controlling(main) idea. I will <u>leave out unimportant (extraneous) information</u> .
W-3-8.2: <u>Including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</u> (Local)	<p>To completely cover the <u>topic, I will include details such as:</u></p> <ul style="list-style-type: none"> • <u>naming</u> • <u>describing</u> • <u>explaining</u> • <u>comparing</u> • <u>using visual images (pictures in your mind)</u> 	W-4-8.2: Including sufficient details <u>or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State)	<p>To completely cover the topic, I will include details <u>or facts</u> such as:</p> <ul style="list-style-type: none"> • naming • describing • explaining • comparing • using visual images 	W-5-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)	<p>To completely cover the topic, I will include details or facts such as:</p> <ul style="list-style-type: none"> • naming • describing • explaining • comparing • using visual images

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)					
W-9: In independent writing, students demonstrate command of appropriate English conventions by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-9.1: Not assessed at this grade level		W-4-9.1: <u>Identifying grammatical errors, when given examples</u> (State) EXAMPLES: he don't; Him and me went	<u>When given examples, I will identify grammatical errors.</u>	W-5-9.1: Identifying or <u>correcting</u> grammatical errors (Local) EXAMPLES: <u>subject-verb agreement</u>	I will identify and <u>correct</u> grammatical errors such as: <ul style="list-style-type: none"> • <u>subject-verb agreement</u>
W-3-9.2: Using capital letters for the beginning of sentences and names (Local)	I will use capital letters for names and at the beginning of sentences.	W-4-9.2: <u>Applying basic capitalization rules</u> (State) EXAMPLES: names, beginning sentences, proper nouns, titles	I will <u>know when to capitalize words</u> such as: <ul style="list-style-type: none"> • names • beginning sentences • proper names • titles 	W-5-9.2: Applying basic capitalization rules	I will know when to capitalize words.
W-3-9.3: Not assessed at this grade level		W-4-9.3: Using commas correctly in dates and in a series (Note: either form is correct – <i>x, y, and z</i> or <i>x, y and z</i>) (State)	I will use commas correctly in dates and in a series.	W-5-9.3: Subsumed in W-5-9.4	

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9) (CONTINUED)					
W-9: In independent writing, students demonstrate command of appropriate English conventions by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-9.4: Using <i>end</i> punctuation correctly in simple sentences (i.e., period, <u>question mark</u> , <u>exclamation point</u>) (Local)	I will use end punctuation correctly such as a/an: <ul style="list-style-type: none"> • period • <u>question mark</u> • <u>exclamation point</u> 	W-4-9.4: Using <i>end</i> punctuation correctly <u>in a variety of sentence structures</u> (State)	I will use end punctuation correctly in <u>a variety of sentences.</u>	W-5-9.4: <u>Using punctuation to clarify meaning</u> (Local) EXAMPLES: commas, apostrophes, quotation marks	I will <u>use punctuation to clarify meaning</u> such as: <ul style="list-style-type: none"> • commas • apostrophes • quotation marks
W-3-9.5: Correctly spelling grade-appropriate, high-frequency words <u>and using within-word patterns to correct spelling</u> EXAMPLES: single syllable words, regular long and short vowels	I will spell third grade high-frequency words correctly. I will use <u>word patterns to correct spelling.</u>	W-4-9.5: Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u> (State) EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes	I will spell fourth grade high-frequency words correctly. I will <u>recognize syllables and prefix/suffix (affix) patterns.</u> I will <u>recognize common spelling rules.</u>	W-5-9.5: Correctly spelling grade-appropriate, high-frequency words, <u>including homonyms and homophones and applying syllables and affix spelling patterns/rules</u> EXAMPLES: consonant doubling, <u>consonant patterns</u> , <u>units of meaning – common roots</u> , <u>base words</u> , <u>pre/suffixes</u>	I will spell fifth grade high-frequency words correctly <u>including homonyms and homophones.</u> I will <u>apply the rules of syllables and affix (prefix/suffix) spelling patterns</u> such as: <ul style="list-style-type: none"> • consonant doubling • <u>consonant patterns</u> • <u>units of meaning – common roots</u> • <u>base words</u>, <u>prefixes/suffixes</u>

Habit of Writing: Uses a Writing Process (W-10)					
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-10.1: See Appendix B for Writing Process	To produce a final writing product, I will use these steps: <ul style="list-style-type: none"> • prewriting • drafting • revising (critiquing) • editing • publishing (See Appendix B)	W-4-10.1: See Appendix B for Writing Process	To produce a final writing product, I will use these steps: <ul style="list-style-type: none"> • prewriting • drafting • revising (critiquing) • editing • publishing (See Appendix B)	W-5-10.1: See Appendix B for Writing Process	To produce a final writing product, I will use these steps: <ul style="list-style-type: none"> • prewriting • drafting • revising (critiquing) • editing • publishing (See Appendix B)

Habit of Writing: Writing Extensively (W:11)					
W:HW:2: Demonstrates the habit of writing extensively by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
W-3-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I write often in and out of school.	W-4-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.	W-5-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-3-11.2: Sharing thoughts, observations, or impressions (Local)	I will write what I think (thoughts), what I see (observations) or what I feel (impressions).	W-4-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts (what I think), observations (what I see) or impressions (what I feel).	W-5-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.
W-3-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook	I will think of topics for many writing forms, such as: <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook 	W-4-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, and letters and personal notes	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook • letters • personal notes 	W-5-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook • letters • personal notes • reading response journal
W-3-11.4: Not assessed at this grade level		W-4-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres (kinds of writing).	W-5-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.

Oral Communication Strategies (OC-1)					
OC-1: In oral communication, students demonstrate interactive listening by ...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
OC-3.1.1: Following multi-step verbal instructions and directions to answer questions, or to solve problems	I will follow instructions and directions to answer questions or solve problems.	OC-4.1.1: Following verbal instructions to perform tasks, to answer questions, or to solve problems	I will follow instructions to complete tasks, answer questions or solve problems.	OC-5.1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.
OC-3.1.2: Understanding content to summarize and question about what has been presented (eg: stories, songs, or poems)	I will summarize and ask questions about stories, songs or poems.	OC-4.1.2: Identifying cue words to categorize and understand content to summarize, question or contribute to information presented	To contribute to a discussion I will identify key words to: <ul style="list-style-type: none"> • categorize • understand • summarize • question 	OC-5.1.2: <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local)	<u>When information is presented I will:</u> <ul style="list-style-type: none"> • <u>categorize</u> • <u>understand</u> • <u>summarize</u> • <u>question</u>
OC-3.1.3: Not assessed at this grade level		OC-4.1.3: Not assessed at this grade level		OC-5.1.3: Not assessed at this grade level	
OC-3.1.4: Participating in large group discussions to show understanding of how other group members think	I will listen and respond to the ideas of others.	OC-4.1.4: Participating in large and small group discussions to show understanding how other group members think.	I will listen and respond to the ideas of others.	OC-5.1.4: <u>Participating in large and small group discussions showing respect for a range of individual ideas</u> (Local)	I will <u>respectfully listen and respond to the individual ideas of others.</u>

Oral Communication Strategies (OC-1) (CONTINUED)					
OC-1: In oral communication, students demonstrate interactive listening by ...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
<p>OC-3.1.5a: Understanding how alternative nonverbal actions reinforce a verbal message (eg use of gestures)</p> <p>OC-3.1.5b: Attending to speaker and waiting for appropriate turn to speak</p>	<p>I understand that my body movements (gestures) and facial expressions can support what I say.</p> <p>I will listen to someone who is talking and wait for my turn to speak.</p>	<p>OC-4.1.5a: Identifying choices, alternatives and consequences for problem solving</p> <p>OC-4.1.5b: Attending to speaker and waiting for appropriate turn to speak</p>	<p>I will figure out different ways to solve a problem.</p> <p>I will listen to someone who is talking and wait for my turn to speak.</p>	<p>OC-5.1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>	<p>To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.</p>

Oral Communication Strategies (OC-2)					
OC-2: In oral communication, students make oral presentations by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
OC-3-2.1: Identifying standards for good speaking in different kinds of small groups and cultural settings	I will know how to speak in different places and with different people.	OC-4-2.1: Identifying rules that regulate social conventions in small groups (eg. interviews, small group discussions. Etc)	I will know how to speak and behave in different places and with different people.	OC-5-2.1: Demonstrating skills required in interpersonal, small group, and public exchanges (eg., discussions, interviews)	I will know how to speak and behave in different places and with different people.
OC-3.2.2: Using various linguistic elements and structures to convey meaning	I will choose the right words and expression so others know what I am talking about	OC-4-2.2: Identifying how different verbal and nonverbal choices alter the meanings conveyed to others;	I know what I say and do affects how others understand what I am telling them.	OC-5-2.2: Using verbal and nonverbal choices to convey consistent focus.	As I am speaking, I will stay focused on my topic by using appropriate words, facial expressions and gestures.
OC-3.2.3: Telling stories, giving information using details and providing a conclusion	I will use details to tell stories and give information. Stories I tell will have an ending (conclusion).	OC-4-2.3: Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, graphics, or artifacts	I will tell stories or give information with conclusions (ending), using details and expression to convey meaning. As I speak, I will also use books, pictures, graphics or artifacts to convey meaning.	OC-5-2.3: Telling stories, giving information using details and providing a coherent conclusion EXAMPLE: using books, pictures, displays, graphics, or artifacts	I will tell stories or give information with details and provide a logical conclusion. As I speak, I will also use books, pictures, displays, graphics or artifacts to convey meaning.

Oral Communication Strategies (OC-2) (CONTINUED)					
OC-2: In oral communication, students make oral presentations by...					
Grade 3	Student Friendly Language	Grade 4	Student Friendly Language	Grade 5	Student Friendly Language
OC-3-2.4: Not assessed at this grade level		OC-4-2.4: Providing effective and appropriate feedback	I will make meaningful and appropriate comments to others.	OC-5-2.4: Providing effective and appropriate feedback to audience and small groups	I will make meaningful and appropriate comments to others.
OC-3.2.5: by using eye-contact and adjustment of rate, pace and volume	When I speak, I will look someone in the eye and change the speed and volume of my voice.	OC-4-2.5: Using variety of strategies to engage audience (eg., eye contact, voice tone, and gestures)	To engage my audience, I will use a variety of strategies such as: <ul style="list-style-type: none"> • eye contact • voice tone • gestures 	OC-5-2.5: <u>Using variety of strategies to engage audience (eg., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gestures) to communicate ideas effectively</u>	<u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u> <ul style="list-style-type: none"> • <u>eye contact</u> • <u>speaking rate</u> • <u>volume</u> • <u>articulation</u> • <u>inflection</u> • <u>intonation</u> • <u>rhythm</u> • <u>gestures</u>