

**WRITE ON TRACK ©2002**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**  
**English Language Arts**  
**Grade 3**

**LEARNING STANDARD 3.1**

**Listening/speaking/purposes.** The student listens attentively and engages actively in various oral language experiences.

Standard	Write on Track
The student is expected to:	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	<b>Handbook:</b> 48, 236-237
(B) respond appropriately and courteously to directions and questions (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 48, 236, 237, 280, 281, 282, 283
(C) participate in rhymes, songs, conversations, and discussions (K-3);	<b>Handbook:</b> 46-49, 173, 175, 236-237, 238-243, 244-251, 252-255, 256-261, 280-283
(D) listen critically to interpret and evaluate (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 236-237, 280-283
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 236-237, 238-243, 256-261
(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).	<b>Handbook:</b> 173, 175

**LEARNING STANDARD 3.2**

**Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Write on Track
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 231-235, 236-237, 244-251, 252-255, 256-261, 280-283
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 98-101, 238-243, 244-251, 256-261, 339-344

### LEARNING STANDARD 3.3

**Listening/speaking/audiences.** The student speaks appropriately to different audiences for different purposes and occasions.

Standard	Write on Track
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 244-251, 252-255, 256-261, 280-283
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 46-49, 244-251, 256-261, 280-283
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	<b>Handbook:</b> 46-49, 236-237, 252-255, 280-283
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and	<b>Handbook:</b> 53, 165, 238-243, 256-261
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 244-249, 252-255, 256-261, 322-325, 326-337

### LEARNING STANDARD 3.4

**Listening/speaking/communication.** The student communicates clearly by putting thoughts and feelings into spoken words.

Standard	Write on Track
The student is expected to:	
(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);	<b>Handbook:</b> 244-249, 256-259
(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 195-199, 250, 251
(C) retell a spoken message by summarizing or clarifying (K-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 66-69, 231-235, 236-237, 252-255

### LEARNING STANDARD 3.5

**Reading/word identification.** The student uses a variety of word identification strategies.

Standard	Write on Track
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word (1-3);	<b>Handbook:</b> 213, 215
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 211-213, 215, 216-225
(C) identify multisyllabic words by using common syllable patterns (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 215, 216-225

<b>Standard</b>	<b>Write on Track</b>
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	<b>Handbook:</b> 201, 215, 216-225
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	<b>Handbook:</b> 210, 211, 326-329, 333-337
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 58, 60, 61, 62, 63, 67, 78, 83, 91, 92, 95, 99, 109, 112, 113, 116, 123, 125, 128, 132, 141, 143, 144, 145, 158, 159, 161, 168, 169, 170, 175, 176, 177, 210, 211, 312-315, 316-321, 332

### **LEARNING STANDARD 3.6**

**Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 58, 60, 61, 62, 63, 67, 78, 83, 91, 92, 95, 99, 109, 112, 113, 116, 123, 125, 128, 132, 141, 143, 144, 145, 158, 159, 161, 168, 169, 170, 175, 176, 177
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 123, 125
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 58, 60, 61, 62, 63, 67, 78, 83, 91, 92, 95, 99, 109, 112, 113, 116, 123, 125, 128, 132, 141, 143, 144, 145, 158, 159, 161, 168, 169, 170, 175, 176, 177
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 181-187
(E) read silently for increasing periods of time (2-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 58, 60, 61, 62, 63, 67, 78, 83, 91, 92, 95, 99, 109, 112, 113, 116, 123, 125, 128, 132, 141, 143, 144, 145, 158, 159, 161, 168, 169, 170, 175, 176, 177

### **LEARNING STANDARD 3.7**

**Reading/variety of texts.** The student reads widely for different purposes in varied sources.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) read classic and contemporary works (2-8);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 114-118

<b>Standard</b>	<b>Write on Track</b>
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 135-141, 181-187, 190-193, 202-203
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 135-141, 181-187, 190-193, 195-199, 202-203

### **LEARNING STANDARD 3.8**

**Reading/vocabulary development.** The student develops an extensive vocabulary.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 211, 236-237, 256-261
(B) develop vocabulary through reading (2-3);	<b>Handbook:</b> 200-201, 202-207, 209-215, 216-225
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and	<b>Handbook:</b> 200, 201, 210, 212, 213, 214, 215-225
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	<b>Handbook:</b> 212-214

### **LEARNING STANDARD 3.9**

**Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 194-199, 200-201, 202-204
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 195-199, 202, 203, 231-235, 236-237
(C) retell or act out the order of important events in stories (K-3);	<b>Handbook:</b> 163, 165, 256-259
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	<b>Handbook:</b> 195-199, 200-201, 202-205, 206
(E) draw and discuss visual images based on text descriptions (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 107, 169, 178
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 77-79, 114-118, 202-206, 257-259, 264-267

<b>Standard</b>	<b>Write on Track</b>
(G) identify similarities and differences across texts such as in topics, characters, and themes (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 135-141, 142-147, 149-153, 154-159, 160-165, 173, 266
(H) produce summaries of text selections (2-3);	<b>Handbook:</b> 66-69, 204-205, 265, 267
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	<b>Handbook:</b> 193-199, 204-205, 263-267
(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	<b>Handbook:</b> 232-235, 271-273
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	<b>Handbook:</b> 278, 279, 283, 284-291

### **LEARNING STANDARD 3.10**

**Reading/literary response.** The student responds to various texts.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	<b>Handbook:</b> 77-79, 114-118, 120-124, 165, 238-243, 256-259
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 66-69, 77-79, 114, 118, 120-125, 135-141, 142-147, 264-267
(C) support interpretations or conclusions with examples drawn from text (2-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 114-118, 135-141, 275
(D) connect ideas and themes across texts (1-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 135-141, 142-147, 149-153, 154-159, 160-165, 231-235, 244-251, 266

### **LEARNING STANDARD 3.11**

**Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	<b>Handbook:</b> 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-129, 130-133, 135-141, 142-147, 149-153, 154-155, 156-159, 160-161, 162-165, 167-179
(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 57-65, 66-69, 98-101, 108-113, 114-118, 120-125, 135-141, 149-153, 154-159, 160-165, 207, 232-235
(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	<b>Handbook:</b> 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-129, 130-133, 135-141, 142-147, 149-153, 154-155, 156-159, 160-161, 162-165, 167-179

<b>Standard</b>	<b>Write on Track</b>
(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 162-165, 256-261
(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 114-119, 160-165
(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	<b>Handbook:</b> 82-85, 98-101, 108-113, 149-153, 154-159, 160-165, 167-173, 174-179
(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 162-165, 256-261
(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 98-101, 114-119, 149-153, 154-159, 160-165, 256-261
(I) identify the importance of the setting to a story's meaning (1-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 98-101, 114-119, 149-153, 154-159, 160-165, 256-261
(J) recognize the story problem(s) or plot (1-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 98-101, 114-119, 149-153, 154-159, 160-165, 256-261

### **LEARNING STANDARD 3.12**

**Reading/inquiry/research.** The student generates questions and conducts research using information from various sources.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);	<b>Handbook:</b> 135-141, 204, 244-249, 250-251, 252-255
(B) use alphabetical order to locate information (1-3);	<b>Handbook:</b> 181-187, 191, 213, 214, 311, 312-315, 378-379, 392-400
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	<b>Handbook:</b> 5-8, 187, 212-213, 392-400
(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);	<b>Handbook:</b> 181-187, 190-193, 231-235, 252-255, 339-344, 348-391
(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3);	<b>Handbook:</b> 195-199, 204, 205, 264-267, 342-343, 349, 351-353, 355-391
(F) locate and use important areas of the library media center (2-3);	<b>Handbook:</b> 22-27, 181-187, 188-193
(G) organize information in systematic ways, including notes, charts, and labels (3);	<b>Handbook:</b> 204-205, 247, 250, 258-259, 263-267
(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);	<b>Handbook:</b> 114-118, 135-141, 160-165, 238-243, 244-251

<b>Standard</b>	<b>Write on Track</b>
(I) use compiled information and knowledge to raise additional, unanswered questions (3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 135-141, 339-343, 348-391
(J) draw conclusions from information gathered (K-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 135-141, 231-235

### **LEARNING STANDARD 3.13**

**Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 77-79, 82-85, 98-101, 149-153, 154-159, 160-165, 167-173, 174-179, 238-243, 244-251, 256-261
(B) compare experiences of characters across cultures (K-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 98-101, 114-118, 149-153, 154-159, 160-165

### **LEARNING STANDARD 3.14**

**Writing/purposes.** The student writes for a variety of audiences and purposes and in various forms.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) write to record ideas and reflections (K-3);	<b>Handbook:</b> 37, 77-79, 82-85, 86-89, 90-93, 94-97, 98-101, 114-119, 120-125, 269-271
(B) write to discover, develop, and refine ideas (1-3);	<b>Handbook:</b> 33-45, 57-65, 114-119, 135-141, 204, 264-270
(C) write to communicate with a variety of audiences (1-3); and	<b>Handbook:</b> 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-129, 130-133, 135-141, 142-147, 149-153, 154-155, 156-159, 160-161, 162-165, 167-179, 189
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	<b>Handbook:</b> 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-129, 130-133, 135-141, 142-147, 149-153, 154-155, 156-159, 160-161, 162-165, 167-179, 189

### **LEARNING STANDARD 3.15**

**Writing/penmanship/capitalization/punctuation.** The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) gain more proficient control of all aspects of penmanship (3); and	<b>Handbook:</b> 345-347

<b>Standard</b>	<b>Write on Track</b>
(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i> , quotation marks, proper nouns, and abbreviations with increasing accuracy (3).	<b>Handbook:</b> 293-311

### LEARNING STANDARD 3.16

**Writing/spelling.** The student spells proficiently.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	<b>Handbook:</b> 312-321
(B) spell multisyllabic words using regularly spelled phonogram patterns (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 226-229, 312-315
(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final <i>e</i> when such endings as <i>-ing</i> , <i>-ed</i> , or <i>-able</i> are added (3);	<b>Handbook:</b> 226-229
(D) write with more proficient use of orthographic patterns and rules such as <i>oilltoy</i> , <i>match/speech</i> , <i>badge/cage</i> , consonant doubling, dropping <i>e</i> , and changing <i>y</i> to <i>i</i> (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 226-229
(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);	<b>Handbook:</b> 215, 216-225, 299, 316-321
(F) write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i> , and syllable boundary patterns (3-6);	<b>Handbook:</b> 215, 216-225
(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 226-229
(H) use resources to find correct spellings, synonyms, or replacement words (1-3).	<b>Handbook:</b> 212-214, 312-315, 316-321

### LEARNING STANDARD 3.17

**Writing/grammar/usage.** The student composes meaningful texts applying knowledge of grammar and usage.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) use correct irregular plurals such as <i>sheep</i> (3);	<b>Handbook:</b> 299, 308
(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);	<b>Handbook:</b> 299, 308, 331

<b>Standard</b>	<b>Write on Track</b>
(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-129, 130-133, 135-141, 142-147, 149-153, 154-155, 156-159, 160-161, 162-165, 167-179, 293-303
(D) compose sentences with interesting, elaborated subjects (2-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 71-73, 74-75, 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-129, 130-133, 135-141, 142-147, 149-153, 154-155, 156-159, 160-161, 162-165, 167-179
(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3).	<b>Handbook:</b> 41-45, 47, 50-51, 85, 97, 101, 106, 111, 115, 122, 131, 140, 147, 152, 157, 165, 172, 177, 179

### **LEARNING STANDARD 3.18**

**Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	<b>Handbook:</b> 12, 14, 29, 33-37, 64, 68, 84, 86-89, 96, 100, 105, 110, 115, 121, 130, 136, 137, 138, 146, 151, 156, 162, 163, 171, 176, 179
(B) develop drafts (1-3);	<b>Handbook:</b> 12, 15, 38-39, 64, 69, 85, 96, 100, 105, 111, 115, 121, 130, 139, 147, 152, 157, 164, 171, 176, 179
(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	<b>Handbook:</b> 13, 16, 41-45, 65, 69, 85, 97, 101, 106, 111, 115, 122, 131, 140, 147, 152, 157, 165, 172, 177, 179
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	<b>Handbook:</b> 13, 16, 41-45, 47, 50-51, 85, 97, 101, 106, 111, 115, 122, 131, 140, 147, 152, 157, 165, 172, 177, 179
(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and	<b>Handbook:</b> 22-27, 52-55
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).	<b>Handbook:</b> 13, 17, 52-55, 85, 97, 101, 106, 111, 115, 122, 131, 140, 147, 152, 157, 165, 172, 177, 179

### **LEARNING STANDARD 3.19**

**Writing/evaluation.** The student evaluates his/her own writing and the writing of others.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 18-21, 58-63, 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165, 167-173, 174-179, 293-303, 304-311

<b>Standard</b>	<b>Write on Track</b>
(B) respond constructively to others' writing (1-3);	<b>Handbook:</b> 46-49, 280-282
(C) determine how his/her own writing achieves its purposes (1-3);	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 18-21, 58-63, 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165, 167-173, 174-179
(D) use published pieces as models for writing (2-3); and	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 18-21, 58-63, 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165, 167-173, 174-179
(E) review a collection of his/her own written work to monitor growth as a writer (2-3).	The opportunity to address this objective is available on the following pages: <b>Handbook:</b> 18-21, 28-31, 58-63, 77-79, 80-81, 82-85, 86-89, 90-93, 94-97, 98-101, 103-107, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165, 167-173, 174-179

### **LEARNING STANDARD 3.20**

**Writing/inquiry/research.** The student uses writing as a tool for learning and research.

<b>Standard</b>	<b>Write on Track</b>
The student is expected to:	
(A) write or dictate questions for investigating (2-3);	<b>Handbook:</b> 136-139, 204, 275
(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);	<b>Handbook:</b> 137-138, 204, 205, 254, 263-267, 275
(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and	<b>Handbook:</b> 233, 237, 254-255, 263-267
(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).	<b>Handbook:</b> 135-140, 204, 205, 252-255, 250-251, 263-267