NC WIDA English Language Proficiency Standards and Model Performance Indicators
For English Language Learners in Grades 3-5

Sample Topics/Genre are related to the NC WIDA English Language Proficiency Standards and referenced in the Model Performance Indicators.

Content related to **Standard 1**: **Social and Instructional language**	Content related to **Standard 2**: **The language of Language Arts**	Content related to **Standard 3**: **The language of Mathematics**	Content related to **Standard 4**: **The language of Science**	Content related to **Standard 5**: **The language of Social Studies**
Example Topics • Assignments • Classroom supplies/ Resources • Following directions • Health & safety • Information gathering • Leisure activities • Opinions • Personal experiences • Personal information • Rules & procedures	**Example Genres** • Biographies & autobiographies • Fables • Fairy tales • Fantasies • Folklore • Informational texts • Legends • Mysteries • Myths • Narratives • Prose • Science fiction • Tall tales **Example Topics** • Affixes & root words • Comprehension strategies • Conventions & mechanics • Editing & revising • Explicit & inferential information • Fact or opinion • Fluency strategies • Hyperbole • Main ideas/Details • Organization of texts • Phonemes/Phonology • Points of view • Story elements & types of genres • Story grammar • Text structure & organization	**Example Topics** • Angles • Area • Attributes of two- and three-dimensional shapes • Basic operations (Multiplication & Division) • Cost/Money • Data analysis • Decimals • Descriptive statistics • Fractions • Large whole numbers • Metric system • Patterns & Relationships • Percent • Perimeter • Place value • Polygons • Scale • Sets • Strategies for problem solving	**Example Topics** • Body systems • Cells & organisms • Earth history/ Materials • Ecology & conservation • Ecosystems • Electricity • Energy sources • Foods & nutrition • Forces of nature • Fossils • Geological forms • Heat • Living systems • Magnetism • Natural resources • Nature • Reproduction & heredity • Scientific inquiry • Simple machines • Solar system • States of matter • Weather patterns	**Example Topics** • Ancient civilizations • Branches of government • Colonization • Communities • Cross-cultural experiences • Explorers • Goods & services • Historical events, figures & leaders • Immigration/Migration • Legends & scales • Maps & globes/ Locations • Needs of groups, societies & cultures • Neighbors North & South • Prehistoric animals • Resources & products • Times long ago • Tools & artifacts • Topography: rivers, coasts, mountains, deserts, plains • Trade routes • U.S. documents • U.S. regions

ELP Standard 1: Social and Instructional Language: Grades 3-5 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Classroom supplies/ Resources	Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")	Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.")	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")	**Level 6- Reaching**
Speaking	Information gathering	Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2	Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2	Ask questions to obtain information to share with peers in L1 or L2	Clarify information by restating or rephrasing ideas to peers in L1 or L2	Offer specific information that supports ideas with peers	
Reading	Personal experiences	Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with those in illustrated text	Evaluate validity of information in grade level text based on personal experiences	
Writing	Health & safety	Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2	Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples	

ELP Standard 1: Social and Instructional Language: Grades 3-5 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Following directions	Follow one-step oral commands supported visually or modeled	Follow two-step oral commands supported visually that involve language of request (e.g., "Please open your book *and* point to a picture.")	Follow multi-step oral commands supported visually that incorporate language of request (e.g., "I'm asking you to close your book, put it in your desk and get in line.")	Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to…Then, please…Finally,…")	Follow multiple linguistically complex oral directions that involve language of request (e.g., "Before you wash your hands, please be so kind as to clean up the mess under your desk.")	**Level 6- Reaching**
Speaking	Personal information/ Opinions	Produce words in response to WH-questions about self from picture prompts and models	Produce phrases in response to personal, open-ended questions from picture prompts using phrases or short sentences	Use sentences to provide information about self or opinions in response to picture prompts	Express connected ideas to relate personal information or opinions using picture prompts	Provide extended discourse with justification in regard to personal information or opinions	
Reading	Leisure activities	Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	Identify overall message from visually or graphically supported examples of leisure activities	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for Sept and October)	Infer information on leisure activities from text (e.g., soccer team's travel schedule)	
Writing	Rules or procedures	Produce words/phrases associated with school rules or procedures from illustrated scenes and models	List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	Explain the need or importance of school rules or procedures from illustrated scenes of specific situations	Discuss or propose modifications to school rules or procedures or consequences of breaking school rules or procedures	

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		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	**Example Genre** — Mysteries	Match pictures to individual clues based on oral statements with a partner	Identify pictures associated with solutions to short mysteries read aloud with a partner	Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups	Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups	Apply analogies of events or characters in mysteries read aloud to students' lives	**Level 6- Reaching**
	Example Topic — Comprehension strategies	Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension	Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension	Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies	Connect information from oral reading of grade level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")	
Speaking	**Example Genre** — Fantasies	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Provide details of pictures of imaginary people, objects or situations to peers	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Make up fantasies about imaginary people, objects or situations and share with peers	
	Example Topic — Points of view	Describe self with words and gestures (e.g., features, likes and dislikes)	Compare self with familiar persons (e.g., friends, family, movie stars) using photographs, pictures or graphic organizers	Compare self with characters in literary works using graphic organizers or technology	Compare self with motives or points of view of characters in literary works using graphic organizers or technology	Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Reading	**Example Genre** Biographies & auto-biographies	Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity	Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity	Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity	Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity	Synthesize biographical information of two persons from grade level material to form opinions on people	**Level 6- Reaching**
	Example Topics Fact or opinion	Match labels or identify facts from illustrations and phrases (e.g., "I see…," "There is…")	Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I know that…," "It is true that…")	Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., "I think that...," "We believe that…," "It could be...")	Differentiate between statements of fact and opinion found in various illustrated reading selections	Identify authors' purpose associated with fact or opinion in fiction or non-fiction from grade level text	
	Fluency strategies	Use cues for sounding out unfamiliar words with accompanying visuals	Match visually supported context cues with statements to find meaning and facilitate fluency	Show how to use punctuation cues to facilitate expression and fluency with visually supported text	Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text	Apply strategies to adjust pace and expression while reading orally	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Writing	**Example Genre** Narratives	Respond to illustrated events using words or phrases based on models in round tables with peers	List illustrated events using phrases or short sentences based on models in round tables with peers	Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers	Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits	Produce grade level narrative stories or reports using process writing	**Level 6- Reaching**
	Example Topic Editing & revising	Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision	Create phrases/short sentences from models and check with a partner for edits and revision	Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback	Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews	Self-assess to edit and revise writing to produce final drafts	

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		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	**Example Genre** Mysteries	Match pictures to individual clues based on oral statements	Identify pictures associated with solutions to short mysteries read aloud	Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions	Sequence pictures of clues/pieces of evidence from mysteries read aloud	Apply analogies of events or characters in mysteries read aloud to students' lives	**Level 6- Reaching**
	Example Topic Explicit & inferential information	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade level materials	
Speaking	**Example Genre** Fantasies	Answer WH-questions to distinguish between pictures of real and imaginary people, objects or situations	Describe pictures of imaginary people, objects or situations	Provide details of pictures of imaginary people, objects or situations	Complete scenarios from pictures of imaginary people, objects or situations	Make up fantasies about imaginary people, objects or situations	
	Example Topic Story elements & types of genres	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres supported by illustrations	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Propose options or solutions to issues in various genres and support responses with details	

ELP Standard 2: Language of Language Arts: Grades 3-5 Summative Framework (2 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Reading	**Example Genre** Biographies & auto-biographies	Find identifying information on biographies from illustrations, words or phrases	Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines)	Sort relevant from irrelevant biographical information using illustrations and graphic organizers	Compare/contrast biographical information of two persons using illustrations and graphic organizers	Synthesize biographical information of two persons from grade level material to form opinions on people	**Level 6- Reaching**
	Example Topic Main ideas & details	Find identifying information illustrative of main ideas from illustrations, words or phrases	Sort main ideas and details from sentences using visual support and graphic organizers	Match main ideas with their details from paragraphs using visual support and graphic organizers	Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support	Form or infer main ideas from details using grade level materials	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Writing	**Example Genre** Narratives	Respond to illustrated events using words or phrases based on models	List illustrated events using phrases or short sentences based on models	Depict a series of illustrated events using related sentences in narrative form based on models	Sequence a series of illustrated events using paragraph transitions in narrative form based on models	Produce grade level narrative stories or reports	
	Example Topic Conventions & mechanics	Identify basic conventions or mechanics in text (e.g., use of capital letters)	Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)	Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")	

ELP Standard 3: Language of Math: Grades 3-5 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Cost/ Money	Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner	Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more, X or Y?") with a partner	Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is the most expensive?") with a partner	Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs *under* $1000?") with a partner	Make conditional purchases of goods from oral questions (e.g., "If you had $1000, which items would you buy?")	**Level 6- Reaching**
Speaking	Basic operations	Repeat information about math operations using realia or manipulatives and teacher models (e.g., "Here are 3 groups of 4.") in L1 or L2	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2	Connect new information about math operations to previous experiences using realia or manipulatives	Explain or discuss uses of information about math operations using realia or manipulatives	Integrate or synthesize information about math operations to create own problems	
Reading	Scale	Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.")	Create scale drawings from diagrams or models and written directions in a small group	Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group	Reproduce scale models from diagrams and written sets of directions in a small group	Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)	
Writing	Fractions	Label fractional parts of diagrams or realia from number word banks	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Create original problems involving fractions embedded in scenarios or situations	

ELP Standard 3: Language of Math: Grades 3-5 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Descriptive statistics	Mark position/ location of numbers or illustrated objects from oral commands (e.g., "top," "bottom," "middle")	Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., "most," "least")	Match general and some specific language associated with descriptive statistics to illustrated oral examples	Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse	Apply technical language related to descriptive statistics to grade level oral scenarios (e.g., "mean," "mode," "median," "range")	**Level 6- Reaching**
Speaking	Strategies for problem solving	State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times")	Use general vocabulary in math sentences from illustrated examples (e.g., "You *times* three *by* five.")	Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?," "Which number is to the left?")	Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., "'How many are *left*?' means, 'What is the *remainder*?'")	Explain different ways of problem solving grade level examples using specific or technical vocabulary	
Reading	Large whole numbers	Identify large whole numbers from pictures and models (e.g., "This number has 7 places.")	Identify large whole numbers from pictures or models and phrases or short sentences	Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)	Compare examples of large whole numbers presented in pictures and text	Match situations to use of large whole numbers from grade level text	
Writing	Three-dimensional shapes	Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)	Make lists of real-world examples of three-dimensional shapes from labeled models	Describe attributes of three-dimensional shapes from labeled models	Compare/contrast attributes of three-dimensional shapes from labeled models (e.g., "A __ is like a __ because __.")	Incorporate descriptions of three-dimensional shapes into real-world situations	

ELP Standard 4: Language of Science: Grades 3-5 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Foods & nutrition	Choose foods from realia, magazines or newspapers following oral directions	Classify foods from realia, magazines or newspapers following oral directions	Compare choices of foods by following oral directions with visual support	Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious food in this group.")	Design meals by making choices of foods following a series of oral descriptions	Level 6- Reaching
Speaking	Nature	Organize and identify natural phenomena from real-life examples (e.g., "leaves," "insects," "rocks") in small groups	Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary	
Reading	Ecology & conservation	Sort real-life objects according to labels (e.g., recyclable and not recyclable)	Identify ways to conserve from pictures and written text	Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Find solutions to conservation issues presented in illustrated texts or websites	Research better or new ways to conserve using grade level materials	
Writing	Earth's history	Label features of the Earth based on diagrams or models (e.g., its layers)	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences	Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs	Compose fictional and non-fictional multi-paragraph pieces about the Earth's features	

ELP Standard 4: Language of Science: Grades 3-5 Summative Framework

	SampleTopics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	States of matter	Identify examples of states of matter from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Hypothesize change in states of matter from oral descriptions (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?")	Determine relationships between states of matter from oral discourse and visual support	**Level 6- Reaching**
Speaking	Body or living systems	Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")	Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")	Describe functions of systems or their parts using visual support	Discuss importance or usefulness of systems or their parts using visual support	Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?")	
Reading	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials using charts, tables or graphic organizers	Interpret information on earth materials from charts, tables or graphic organizers	Apply information on earth materials to new contexts using grade level text	
Writing	Solar system	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars")	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)	

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ELP Standard 5: Language of Social Studies: Grades 3-5 Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Tools & artifacts Time long ago	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies	**Level 6- Reaching**
Speaking	Maps & globes/ Locations	Locate and show places on maps or globes (e.g., "Here is Delaware.") in L1 or L2 with a partner	Define locations of places on maps or globes (e.g., using relational language "Wisconsin is between Minnesota and Michigan.") in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.")	
Reading	Immigration/ Migration	Trace immigration/ migration routes on globes or maps with a partner	Match immigration/ migration routes on globes or maps to text and share with a partner	Organize information on immigration/ migration based on investigation using graphic or visual support with a partner	Compare information on immigration/ migration based on investigation (e.g. in websites, newspapers or libraries) using graphic or visual support with a partner	Identify reasons or explanations for immigration/ migration based on investigation using grade level multicultural texts	
Writing	Historical events	Reproduce historical highlights from labeled timelines or visually supported headlines	Create phrases or short sentences from timelines or visually supported headlines	Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text	Produce reports by summarizing information (e.g., using first person)	Compose historical documentaries from multiple sources (e.g., using third person)	

ELP Standard 5: Language of Social Studies: Grades 3-5 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Trade routes	Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)	Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)	Order or sequence information on trade routes from oral directions supported visually or graphically	Interpret information on trade routes from oral descriptions supported visually or graphically	Draw conclusions from information on trade routes from oral discourse supported visually or graphically	**Level 6- Reaching**
Speaking	Explorers	Provide information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from maps, charts or timelines	Compare/contrast accomplishments of explorers from maps, charts or timelines	Explain, with details, contributions of explorers to history	
Reading	Historical events, figures & leaders	Match examples of historical events with illustrations and labels	Identify features, people or historical events depicted in illustrations and phrases	Compare/contrast different time periods or people using graphic organizers and sentences	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	Detect trends based on historical events or people's actions using grade level text	
Writing	Communities & regions	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)	Discuss relationships between communities or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	