## English Language Arts

### Third Grade

<table>
<thead>
<tr>
<th>Common Core Crosswalk</th>
<th>AASL Standards</th>
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</thead>
<tbody>
<tr>
<td>CC.3.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
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<tr>
<td>CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns.</td>
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<tr>
<td>CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).</td>
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<tr>
<td>CC.3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.</td>
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<tr>
<td>CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
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<tr>
<td>CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*</td>
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<tr>
<td>CC.3.L.1.g Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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<tr>
<td>CC.3.L.1.h Conventions of Standard English: Use coordinating and subordinating conjunctions.</td>
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<tr>
<td>CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.</td>
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<tr>
<td>CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.</td>
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<tr>
<td>CC.3.L.2.b Conventions of Standard English: Use commas in addresses.</td>
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<tr>
<td>CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.</td>
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<tr>
<td>CC.3.L.2.d Conventions of Standard English: Form and use possessives.</td>
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<tr>
<td>CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
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<tr>
<td>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
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<tr>
<td>CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
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<tr>
<td>CC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<tr>
<td>CC.3.L.3.a Knowledge of Language: Choose words and phrases for effect.*</td>
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<tr>
<td>CC.3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.</td>
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<tr>
<td>CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
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<tr>
<td>CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>CC.3.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</td>
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<tr>
<td>CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
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<tr>
<td>CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
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<tr>
<td>CC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</td>
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<tr>
<td>CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
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<tr>
<td>CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
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<tr>
<td>CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</td>
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<tr>
<td>CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</td>
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<tr>
<td>CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<tr>
<td>CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
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<tr>
<td>CC.3.R.F.4</td>
<td>Fluency: Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td>CC.3.R.F.4.a</td>
<td>Fluency: Read grade-level text with purpose and understanding.</td>
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<tr>
<td>CC.3.R.F.4.b</td>
<td>Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</td>
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<tr>
<td>CC.3.R.F.4.c</td>
<td>Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<tr>
<td>CC.3.R.I.1</td>
<td>Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<tr>
<td>CC.3.R.I.2</td>
<td>Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
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<tr>
<td>CC.3.R.I.3</td>
<td>Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
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<tr>
<td>CC.3.R.I.4</td>
<td>Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
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<tr>
<td>CC.3.R.I.5</td>
<td>Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
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<tr>
<td>CC.3.R.I.6</td>
<td>Craft and Structure: Distinguish their own point of view from that of the author of a text.</td>
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<tr>
<td>CC.3.R.I.7</td>
<td>Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
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<tr>
<td>1.1.3</td>
<td>Develop and refine a range of questions to frame search for new understanding.</td>
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<tr>
<td>1.1.6</td>
<td>Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<tr>
<td>1.1.7</td>
<td>Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</td>
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<tr>
<td>2.1.1</td>
<td>Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</td>
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<td>1.1.4</td>
<td>Find, evaluate, and select appropriate sources to answer questions.</td>
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<td>Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<tr>
<td>CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<td>CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</td>
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<tr>
<td>CC.3.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
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<tr>
<td>CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<tr>
<td>CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<td>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
<td>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</td>
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<tr>
<td>CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<tr>
<td>CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
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<tr>
<td>CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
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<tr>
<td>CC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</td>
</tr>
<tr>
<td>CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
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<tr>
<td>CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
<td>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>CC.3.R.L.10</td>
<td>Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
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<tr>
<td>4.1.1</td>
<td>Read, view, and listen for pleasure and personal growth.</td>
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<tr>
<td>4.1.2</td>
<td>Read widely and fluently to make connections with own self, the world, and previous reading.</td>
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<tr>
<td>CC.3.SL.1</td>
<td>Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
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<tr>
<td>1.1.3</td>
<td>Develop and refine a range of questions to frame search for new understanding.</td>
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<tr>
<td>1.3.4</td>
<td>Contribute to the exchange of ideas within the learning community.</td>
</tr>
<tr>
<td>CC.3.SL.1.a</td>
<td>Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
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<td>1.6</td>
<td>Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
</tr>
<tr>
<td>CC.3.SL.1.b</td>
<td>Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
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<tr>
<td>CC.3.SL.1.c</td>
<td>Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
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<tr>
<td>1.3</td>
<td>Develop and refine a range of questions to frame search for new understanding.</td>
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<tr>
<td>CC.3.SL.1.d</td>
<td>Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</td>
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<tr>
<td>1.1.6</td>
<td>Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<tr>
<td>CC.3.SL.2</td>
<td>Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<tr>
<td>1.6</td>
<td>Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<tr>
<td>1.7</td>
<td>Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</td>
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<tr>
<td>CC.3.SL.3</td>
<td>Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
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<tr>
<td>1.6</td>
<td>Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<tr>
<td>1.2.1</td>
<td>Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</td>
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<tr>
<td>CC.3.SL.4</td>
<td>Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
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<tr>
<td>3.1.3</td>
<td>Use writing and speaking skills to communicate new understandings effectively.</td>
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<tr>
<td>CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</td>
<td>1.2.3 Demonstrate creativity by using multiple resources and formats.</td>
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<td>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</td>
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<td>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</td>
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<td>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</td>
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<tr>
<td>CC.3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</td>
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<tr>
<td>CC.3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</td>
<td>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</td>
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<td>2.1.2 Organize knowledge so that it is useful.</td>
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<td>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</td>
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<td>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</td>
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<tr>
<td>CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
<td>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</td>
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<td>2.1.4 Use technology and other information tools to analyze and organize information.</td>
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<tr>
<td>CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.</td>
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<td>CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</td>
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<td>CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.</td>
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<tr>
<td>CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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<tr>
<td>CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
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<tr>
<td>CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.</td>
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<tr>
<td>CC.3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
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<tr>
<td>CC.3.W.2.d Text Types and Purposes: Provide a concluding statement or section.</td>
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<tr>
<td>CC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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</table>
| CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.  
2.1.2 Organize knowledge so that it is useful. |
<p>| CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.) | 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. |</p>
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<thead>
<tr>
<th>CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</th>
<th>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</th>
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<tr>
<td></td>
<td>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</td>
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<td>1.1.9 Collaborate with others to broaden and deepen understanding.</td>
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<td>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</td>
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<td>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</td>
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<td>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</td>
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<td>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</td>
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<td>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</td>
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<td>3.2.3 Demonstrate teamwork by working productively with others.</td>
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<td>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</td>
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<tr>
<td>CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.</td>
<td>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</td>
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</table>
|  | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
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<thead>
<tr>
<th><strong>CC.3.W.8 Research to Build and Present Knowledge:</strong> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</th>
<th><strong>1.1.1</strong> Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</th>
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<td></td>
<td><strong>1.1.2</strong> Use prior and background knowledge as context for new learning.</td>
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<td><strong>1.1.4</strong> Find, evaluate, and select appropriate sources to answer questions.</td>
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<td><strong>1.1.6</strong> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<td><strong>2.1.2</strong> Organize knowledge so that it is useful.</td>
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<td><strong>2.1.3</strong> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</td>
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<td><strong>2.1.4</strong> Use technology and other information tools to analyze and organize information.</td>
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<td></td>
<td><strong>2.4.1</strong> Determine how to act on information (accept, reject, modify).</td>
</tr>
<tr>
<td><strong>CC.3.W.10 Range of Writing:</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td><strong>2.1.6</strong> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</td>
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<td><strong>2.4.2</strong> Reflect on systematic process and assess for completeness of investigation.</td>
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<td></td>
<td><strong>3.1.1</strong> Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</td>
</tr>
</tbody>
</table>