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(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, and Discussion [Oral Language]. The student develops oral language through listening, speaking, and discussion. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
k questions to	(A) listen actively and ask relevant questions to clarify information;	(A) listen actively and ask relevant questions to clarify information;	•	(A) listen actively, ask relevant questions, and make pertinent comments	(A) listen actively to interpret verbal and nonverbal messages and ask clarifying questions;	(A) listen actively to interpret verbal and l nonverbal messages and ask clarifying questions;	(A) listen actively to interpret a message and lask clarifying questions that build on other's ideas;	summarizing, asking	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
ive oral instructions nat involve a short elated sequence of	(B) follow, restate, and give oral instructions that involve a short related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short related sequence of actions;	give oral	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	restate, and e give oral instructions	(B) follow and give oral instructions that include multiple action steps;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	-
audibly and clearly using the conventions of language;	speaking clearly at an	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively;	(C) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;	(C) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	using anecdotes, analogies, and/or illustrations, and use eye contact, speaking	(C) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, femploying eye contact, speaking rate (e;g;, pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;	(C) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e;g;, pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;
collaboratively with others by following agreed-upon rules for discussion, including aking turns; and	(D) work collaboratively with others to follow agreed- upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	discussion, including listening to others, speaking when recognized, making	(D) work collaboratively with others by following agreed upon rules, norms, and protocols; and	(D) work collabortively with others to develop a plan of shared responsibilities.		(D) participate in student lead discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	and provide and accept	(D) participate collaboratively in discusssions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	building, and setting	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensusbuilding, and setting ground rules for decision-making.
communication, such as introducing self, common greetings, and expressing needs and evants; and	(E) develop social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and	distinguishing between	(E) develop social communication such as conversing politely in all situations.				(E) develop social communication and producing oral language in contextualized and purposeful ways;	(E) develop social communication and producing oral language in contextualized and purposeful ways;	(E) develop social communication and producing oral language in contextualized and purposeful ways;	(E) develop social communication and producing oral language in contextualized and purposeful ways;

Strand 1

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, and Discussion [Beginning Reading and Writing]. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and spell. The student is expected to:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
	(A) demonstrate									
phonological awareness	phonological awarenes	8								
by:	by:									
	(i) blending spoken									
producing rhyming	phonemes to form one-									
	syllable words;									
(ii) recognizing spoken										
alliteration or groups of					\					
words that begin with										
the same spoken onset	and									
or initial sound;										
(iii) identifying the	(iii) recognizing the									
individual words in a	change in spoken word									
spoken sentence;	when a specified									
	phoneme is added,									
	changed or removed;									
(iv) identifying	(iv) blending spoken									
syllables in spoken	phonemes to form one									
words;	syllable words,									
	including consonant									
() 1-1 1:11-1-1	blends:									
	(v) segmenting spoken									
•	one syllable words of 3									
words;	to 5 phonemes into									
	individual phonemes									
	including words with consonant blends; and									
	consonant biends; and									
	(vi) manipulating									
multisyllabic words into										
syllables;	words.									

Spanish Language Arts and Reading

Spanish Language Arts and Reading

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(vii) identifying initial and final sounds in simple words;								>		
(viii) blending spoken phonemes to form one- syllable words;										
(ix) manipulating syllables within a multisyllabic word; and	ı.									
(x) segmenting spoken one-syllable words into individual phonemes.										
(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge; and	(E) demonstrate and apply phonetic knowledge; and	(E) demonstrate and apply phonetic knowledge; and	(E) demonstrate and apply phonetic knowledge; and
(i) identifying and matching the common sounds that letters represent;	(i) matching sounds to individual letters and syllables;	(i) decoding multi- syllabic words;		n (i) decoding, encoding, and writing words with the accent on the penultimate and last syllable 'palabrasagudas y graves' that have a prosodic or orthographic accent;	(i) encoding words with more advanced orthographic patterns and rules, including:	a (i) differentiating between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tar bien;				
	e isolation and in context	(ii) decoding consonant blends and digraphs;	(ii) recognizing words with the stress on the antepenultimate syllable palabrasesdrújulas;	stress on the antepenultimate syllable palabras	(ii) decoding, encoding e and writing words with the stress on the antepenultimate, penultimate and ultimate/last syllable 'palabras agudas, graves, and esdrujulas' with a prosodic or orthographic accent;	the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the				
(iii) recognizing that new words are created when letters or syllable are changed, added, or deleted; and	~ .	(iii) decoding diphthongs and hiatus;	(iii) becoming familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;	encoding words with hiatus and diphthongs;	(iii) encoding words containing hiatus and diphthongs;	(iii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and				

Strand 1

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Kindergarten	Grade 1	_Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(iv) spelling words with common patterns such as CV, CVC, VCV, and CVCV.	_	(iv) spelling multi- syllabic words;	in questions and exclamations;	(iv) differentiating meaning of a word based on the diacritical accent;	(iv) decoding and encoding words with the stress on the syllable before the antepenultimate syllable 'palabras-sobresdrújulas' with a prosodic or orthographic accent;	(iv) decoding and encoding words containing hiatus and diphthongs.				
	(v) decoding contractions such as -al del;	(v) spelling consonant, blends and digraphs; and	(v) using words that have a prosodic or orthographic accent, including palabras, agudas, y graves;	(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;	(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and					
	(vi) decoding consonan blends;	t (vi) spelling diphthongs and hiatus.	(vi) differentiating the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;	combine syllables, including diphthongs,	patterns and rules, print and electronic resource to determine and check correct spelling;	s				
	(vii) decode syllables in spoken words, including diphthongs and hiatus such as le-er, rí-o, quie-ro, na-die, ra- dio, sa-po;	,	(vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;	(vii) using spelling patterns and rules, print and electronic resources to determine correct spelling; and						
	(viii) spelling consonant digraphs /ch/, /rr/, /ll/;		(viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-,; gue-, gui, and güe-, güi-;	(viii) encoding common homophones;						
	(ix) spelling contractions such as -al del;	,	(ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters, including "r" and "rr," "ll" and "y,"; "g" and "j,"; "c," "k," and "q,"; "c," "s," and "z,"; "j" and "x,"; "i" and "y,";							
	(x) spelling consonant blends;		(x) encoding words that use soft and hard /r/;							

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
Kindergarten	(xi) decode syllables in		(xi) encoding words	Grade 4	Grade 3	Orauc U	LLLA Grade /	LLLA GIAGE 6	LOULT	LOOL II
	spoken words,	•	using "n" before "v";							
	including diphthongs		"m" before "b"; and							
	and hiatus such as le-er		"m" before "p";							
	rí-o, quie-ro, na-die, ra-		m before p,							
	dio, sa-po; and	-								
	(xii) spelling words in		(xii) encoding words							
	isolation and in context		with consonant blends;							
	with all vowel and	L	with consonant biends,							
	consonant sounds.									
	consonant sounds.									
			(xiii) encoding the							
			plural form of words							
			ending in "z" by							
			replacing the "z" with							
			"c" before adding -es;							
			and							
			(xiv) using							
			orthographic rules to							
			segment and combine							
			syllables, including							
			diphthongs, formal and							
			accented hiatus;							
(C) dama a strata a sint	(C) demonstrate print	(C) dama a saturata maint								
(C) demonstrate print	_	(C) demonstrate print	(C) demonstrate print							
awareness by:	awareness by:	awareness to alphabetiz								
		to the second letter;	alphabetizing to the							
(i) identifying the parts	(i) identifying the		third letter;							
of a book;	information that									
or a book;		1_								
	different parts of a book	K								
(ii) recognizing that	provides; (ii) alphabetizing to the	`								
(ii) recognizing that sentences are	first letter; and	;								
	nrst letter; and									
comprised of words	1									
separated by spaces and	1									
demonstrate the										
awareness of word										
boundaries;										
(iii) holding a book	(iii) recognizing the									
right side up, turn its	distinguishing features									
pages correctly, and	of a sentence such as				▼					
know that reading	capitalization of first									
moves from top to	word beginning and									
	ending punctuation, and	d								
with return sweep;	the dash (guión) to									
	indicate dialogue;									
(iv) read texts by										
moving from top to										
bottom of the page and										
tracking words from										
left to right with return										
sweep;										

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(v) recognizing										
environmental print;										
(vi) recognizing that										
spoken words can be										
represented by print f										
communication;										
(vii) recognizing the										_
difference between a										
letter and a printed										
word;										
(viii) identifying all										
upper and lowercase										
letters with										
automaticity;										
(ix) sequencing the										
letters of the alphabet	t;									
and										
(x) demonstrate the o	one-									_
to-one correspondence	ce									
between a spoken wo										
and a printed word in	1									
text;										
(G) develop	(H) develop	(F) develop handwrit	ing							
handwriting by		g by printing complete								
accurately forming al		words, thoughts, and								
upper and lowercase			ng							
letters using appropri		appropriate spaces	-							
directionality.	appropriate spaces	between words.								
-	between words.									

Strand 1

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Vocabulary]. The student applies knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(A) use a variety of	(A) use a variety of	(A) use a variety of	(A) use print, digital,	(A) use print, digital,	(A) use a variety of	(A) use print, and	(A) use print and digital	(A) use print and digital	(A) use print or digital	(A) use print or digital
resources such as a	resources such as a	resources such as a	and web-based	and web-based	resources print, digital,	digital reference	resources including	resources to use and	resources, to define,	resources, to define,
picture dictionary,	picture dictionary,	picture dictionary,	resources to find words,	reference materials to	and web-based to	resources to determine	dictionaries, thesauri or	determine the	clarify, and validate	clarify, and validate
environmental print, or	environmental print,	environmental print,	determine spelling,	determine meanings,	determine meanings,	the meanings,	glossaries to use and	meanings, syllabication,	understanding in context;	understanding in
digital and web-based	digital and web-based	digital and web-based	meaning, syllabication,	syllabication, and	syllabication, and	syllabication,	determine the	pronunciations, parts of		context;
resources to find words:	; resources to find words;	resources to find words,	and pronunciation to	pronunciation to	pronunciation to	pronunciations,	meanings, syllabication	speech, and alternate		
		check spelling, and	validate understanding	validate understanding	validate understanding	alternate word choices,	pronunciations, parts of	word choices of words		
		determine meanings,	of unknown words;	of unknown words;	of and use the newly	and parts of speech of	speech, and alternate	in context;		
		syllabication and			acquired unknown-	words in context;	word choices of words			
		pronunciation to			words;		in context;			
		validate understanding								
		and use the newly								
		acquired words;								

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
B) identify and sort	(B) identify and sort	(B) use context to	(B) use context to	(B) use context to	(B) use context to	(B) use context to	(B) use context within	(B) use context within	(B) use context,	(B) use context,
ictures of objects into	words into conceptual	determine the meaning	determine the meaning	determine the meaning	determine the meaning	determine the meaning	and beyond a sentence	and beyond a sentence	morphology, and	morphology, and
onceptual categories	categories such as	of unfamiliar and	of unfamiliar and	of unfamiliar words and	of unfamiliar words and	of unfamiliar words or	to clarify the meaning	to clarify the meaning	cognates to determine	cognates to determine
uch as colors and	opposites or living	multiple meaning words	multiple meaning	multiple meaning words	multiple meaning words	multiple meaning	of and use unfamiliar or	of and use unfamiliar or	denotation and	denotation and
shapes;	things;	in grade level text;	words, in grade level	in grade level text;	in grade level text;	words;	multiple meaning	ambiguous words;	connotation of unfamiliar	connotation of
			text;				words;		words and phrases;	unfamiliar words and
										phrases;
(C) understand that	(C) use knowledge of	(C) use knowledge of	(C) use and identify the	(C) determine the	(C) determine the	(C) determine the	(C) use and determine	(C) use and determine	(C) increase vocabulary	(C) increase vocabulary
compound words are	the meaning of base	the meaning of base	meaning of base words	meaning and use grade-	meaning and use grade-	meaning and usage of	the meaning and usage	the meaning and usage	and learning new words	and learning new words
made of two shorter	words to identify, read,	words to identify, read,	with affixes, including	level academic Spanish	level academic Spanish	grade-level academic	of grade-level academic	of grade-level academic	and concepts, including	and concepts, investigate
words such as saca +	and use common	and use common	in-, des-, re-, pre-, ex-, -	words derived from	words derived from	Spanish words derived	English words derived	English words derived	academic and other	word relationships such
ountas = sacapuntas;	compound words;	compound words; and	mente, -dad, -oso, -eza,	Greek and Latin roots,	Greek and Latin roots,	from Greek and Latin	from Greek and Latin	from Greek and Latin	content vocabulary and	as antonyms, synonyms,
			and know how they	including auto, bio,	including audi, crono,	roots including metro-,	including: omni,	including ast, qui, path,	subsequently use newly	and analogies and
			change the meaning of	grafía, metro, fono, and	foto, geo, terr;	grafo-, scrib-, port-;	log/logue, gen, vid/vis,	mand/mend and duc;	acquired words;	subsequently use newly
			roots;	tele;			phil, luc, sens/sent; un-,	auto, bio, graph, meter,		acquired words;
							re-, -ly, -er/or, and -	phon, port, and tele;		•
							ion/tion/sion im- (into),	terr, chrono, audi, geo,		
							non-, dis-, in- (not,	dict, photo, and ject;		
							non), pre-, -ness, -y, -er			
							(comparative), -est, and			
							-ful;			
(D) use compound										
words such as saca +										
ountas = sacapuntas;										
(E) understand and use										
grade appropriate										
vocabulary including										
•										
content and function										
vords;	(D) apply and use	(D) use affixes to	(D) identify and use	(D) identify the	(D) identify the	(D) identify the	(D) identify and use	(D) identify and use	(D) identify and use	(D) identify and use
words; D) understand and use		(D) use affixes to determine the meaning	(D) identify and use antonyms and	(D) identify the meaning of and use		(D) identify the meaning of and use	(D) identify and use words that name	(D) identify and use words that name	(D) identify and use words that name actions,	(D) identify and use words that name actions,
vords; D) understand and use vords that name	words that name	determine the meaning	antonyms and	meaning of and use	meaning of and use	meaning of and use	words that name	words that name	words that name actions,	words that name actions,
vords; D) understand and use vords that name actions, directions,	words that name actions, directions,	determine the meaning of words and	•	meaning of and use base words with affixes,	meaning of and use, base words with affixes,	meaning of and use base words with affixes	words that name actions, directions,	words that name actions, directions,	words that name actions, directions, positions,	words that name actions, directions, positions,
words; D) understand and use words that name actions, directions, cositions, sequences,	words that name actions, directions, positions, sequences,	determine the meaning of words and subsequently use the	antonyms and	meaning of and use base words with affixes, including mono-, sobre-	meaning of and use base words with affixes, including trans-, super-,	meaning of and use base words with affixes including ex-, bio-, aero	words that name actions, directions, positions, sequences,	words that name actions, directions, positions, sequences,	words that name actions,	words that name actions, directions, positions,
vords; D) understand and use vords that name actions, directions, sequences,	words that name actions, directions,	determine the meaning of words and subsequently use the newly acquired words;	antonyms and	meaning of and use base words with affixes, including mono-, sobre- , sub-, inter-, poli-, -	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología,	meaning of and use base words with affixes including ex-, bio-, aero , -cida,	words that name actions, directions,	words that name actions, directions,	words that name actions, directions, positions,	words that name actions, directions, positions,
vords; D) understand and use vords that name ctions, directions, ositions, sequences,	words that name actions, directions, positions, sequences,	determine the meaning of words and subsequently use the	antonyms and	meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, - able,	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología,	meaning of and use base words with affixes including ex-, bio-, aero	words that name actions, directions, positions, sequences,	words that name actions, directions, positions, sequences,	words that name actions, directions, positions,	words that name actions, directions, positions,
vords; D) understand and use vords that name actions, directions, sequences,	words that name actions, directions, positions, sequences,	determine the meaning of words and subsequently use the newly acquired words;	antonyms and	meaning of and use base words with affixes, including mono-, sobre- , sub-, inter-, poli-, -	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología,	meaning of and use base words with affixes including ex-, bio-, aero , -cida,	words that name actions, directions, positions, sequences,	words that name actions, directions, positions, sequences,	words that name actions, directions, positions,	words that name actions, directions, positions,
vords; D) understand and use vords that name ctions, directions, ositions, sequences, and locations; and	words that name actions, directions, positions, sequences,	determine the meaning of words and subsequently use the newly acquired words;	antonyms and	meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, - able,	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista;	meaning of and use base words with affixes including ex-, bio-, aero , -cida,	words that name actions, directions, positions, sequences, and locations;	words that name actions, directions, positions, sequences,	words that name actions, directions, positions,	words that name actions, directions, positions,
vords; D) understand and use vords that name ctions, directions, sositions, sequences, and locations; and	words that name actions, directions, positions, sequences, and locations; and	determine the meaning of words and subsequently use the newly acquired words; and	antonyms and synonyms;	meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, - able, -ante, -eza, -ancia, -ura:	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista;	meaning of and use base words with affixes including ex-, bio-, aero , -cida, -voro, -it is; and	words that name actions, directions, positions, sequences, and locations;	words that name actions, directions, positions, sequences, and locations;	words that name actions, directions, positions, sequences, and locations;	words that name actions, directions, positions, sequences, locations;
vords; D) understand and use vords that name ctions, directions, ositions, sequences, and locations; and E) understand grade ppropriate vocabulary	words that name actions, directions, positions, sequences, and locations; and (E) determine what words mean based on	determine the meaning of words and subsequently use the newly acquired words; and (E) identify and use antonyms and	antonyms and synonyms; (E) identify and use	meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, - able, -ante, -eza, -ancia, -ura: (E) complete analogies using knowledge of	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista; (E) produce analogies with known antonyms	meaning of and use base words with affixes including ex-, bio-, aero , -cida, -voro, -it is; and (E) complete analogies that describe part to	words that name actions, directions, positions, sequences, and locations; (E) investigateword relationships such as	words that name actions, directions, positions, sequences, and locations; (E) investigate word relationships such as	words that name actions, directions, positions, sequences, and locations; (E) investigate word relationships such as	words that name actions, directions, positions, sequences, locations; (E) investigate word relationships such as
content and function words; (D) understand and use words that name actions, directions, positions, sequences, and locations; and (E) understand grade appropriate vocabulary neluding content and function words.	words that name actions, directions, positions, sequences, and locations; and (E) determine what	determine the meaning of words and subsequently use the newly acquired words; and (E) identify and use	antonyms and synonyms; (E) identify and use	meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, - able, -ante, -eza, -ancia, -ura: (E) complete analogies	meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -ología, -ificar, -ismo, -ista;	meaning of and use base words with affixes including ex-, bio-, aero , -cida, -voro, -it is; and (E) complete analogies that describe part to	words that name actions, directions, positions, sequences, and locations; (E) investigateword	words that name actions, directions, positions, sequences, and locations; (E) investigate word	words that name actions, directions, positions, sequences, and locations; (E) investigate word	words that name actions, directions, positions, sequences, locations; (E) investigate word

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(F) distinguals hatseed (P) use formignetly and (F) differentiate (F) see multiple meaning words, bronoghous and bornophouses. and bornophouses. and bornophouses. and bornophouses are proposed to control extens such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms such as produced as a mismon (according of terms of terms correctly). (G) identifying the meaning of islumes and adages. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) apply appropriate language for a situation using Spoath language convertions. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pairs. (H) identify and generate venes with a misman generate venes with at least two rhyming pairs. (H) identify and generate venes with at least two rhyming pair	ndergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
bonogapla and lonogaploand long long long long long long long long	aci garteli	Grade 1	Grade 2				Grade 0				
bounghomes. Confised terms such as boungetplas. Boungetplas and boungetplas an								•	•		· · ·
porque, porque				~ -	nomophones, and	•		•	_		_
Contention Con				nomophones.				<u> </u>		<u> </u>	- 1
Calewhio), as mission terms correctly. terms								•	-	•	-
Contact Cont								•	•	terms correctly.	•
Since, a nor, también, na hoice; and explain meaning of idents; and adlages. (G) identify ind use language playfully, including pulia/hortenes and tetablus/agenerate verse with at least too frynning pairs. (H) identify and generate verse with at least too frynning pairs. (H) apply appropriate language for a situation using Spanish Integrege conversions. The student is expected to: (H) apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reading grade-level text with fluency and comprehension. The student is expected to: (A) uses appropriate (A) uses appropriat								terms correctly.	terms correctly.		terms correctly.
(G) identifying the meaning of idioms, and the meaning of idioms and educes. (G) identifying the meaning of idioms and educes. (G) identifying the meaning of idioms and educes. (I) identify and use language phyfully, including polindromes and reduces and						` //	1				
(G) identifying the meaning of idioms; and the meaning of idioms; and adages. (G) identify and use language play fully, including palindromes and adalges. (H) identify and generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanish language convertions. (A) use In appropriate (A) use appropriate rate, accuracy, and prinsidy when reading grade level text. (A) use appropriate rate, accuracy, and prinsidy when reading grade level text. (A) use appropriate rate, accuracy, and prinsidy when reading grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and reading grade level text. (A) use appropriate rate, accuracy, and proposedy when reading grade level text. (A) use appropriate rate, accuracy, and proposedy when rate rate rate rate accuracy, and proposedy when rate rate rate rate rate rate rate rate							ı				
meaning of idioms; and the meaning of idioms; and adages. (G) identify and use language playfully, including palinformes and inhaltanguar- toungue twisters, and rehatanguar- toungue twisters, and least two rhyming pairs. (H) identify and generate verses with at least two rhyming pairs. (H) apply appropriate Language for a situation using Spanish language or a situation using Spanish language conventions. (Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: ultergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL 1 ESOL III entry, and prosody when reading prosody when reading prosody when reading grade-level text and grade						oren, and					
meaning of idioms; and the meaning of idioms and adages. (G) identify and use language playfully, including palinformes and trahabungum- torunguc twisters, and compared twisters, and least two rhynning pairs. (H) identify and generate verses with at least two rhynning pairs. (H) apply appropriate languages for a situation using spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Pluncy]. The student reads grade-level text with fluency and comprehension. The student is expected to: adergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Fill A Grade 7 Ell A Grade 8 FSOI. T FSOI. II (A) use appropriate (A) use appropriate rate, accuracy, and prosody when reading prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading when reading grade level text. (A) use appropriate rate, accuracy, an					(G) identifying the	(G) identify and explain	1				
and adages. (G) identify and use language playfully, including palindromes and trabaleagease-toungue twisters; and (H) identify and generate verses with at least two rhyming pairs. (H) upply appropriate language for a situation using Spanish language conventions. (H) upply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: dergurten Grade I Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 B.I.A. Grade 7 B.I.A. Grade 8 ESOI. I ESOI. II explorate rate, accuracy, and rate, accuracy, and prosody when reading grade-level text appropriate rate, accuracy, and prosody when reading grade level text appropriate rate, accuracy, and prosody when reading grade level text reading grade-level text reading grade-level text reading grade-level text reading grade-level text appropriate rate, approp											
(G) identify and use language playfully, including palindromes and trubulentgrose toungue twisters; and special control of the part of the student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency] The student reads grade-level text with fluency and comprehension. The student is expected to:					meaning of rations, and	· ·					
language playfully, including palindromes and trabelenguage toungue twisters; and (H) identify and generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanish language conventions. (H) apply appropriate language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Apply appropriate language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student read grade-level text reading				(0):1 ::0 1							
including palindorms and trabalaeguas. Totungue twisters; and trabalaeguas. Totungue twisters; and generate verses with at least two rhyming pairs. (H) identify and generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanish language fo											
And trabalenguas- toungue (wisters; and (H) identify and generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanking. (A) use propriate (A) use the appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (B) apply appropriate language for a situation using Spanking Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: (A) use the appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and prosody when reading grade level text. (B) apply appropriate rated grade-level text with fluency and comprehension. The student is expected to: (A) use the appropriate rate, accuracy, and prosody when reading grade-level text. (A) use appropriate rated accuracy, and prosody when reading grade-level text. (B) apply appropriate rated sgrade-level text with fluency and comprehension. The student is expected to: (B) LIA Grade 8 (B) ESOL 1 (B) SOL I (B) SOL I (A) adjust fluency when (A) adjust flu											
CH) identify and generate verses with at least two rhyming pairs. CH) apply appropriate language for a situation using Spanish language conventions. Conventions. Conventions				O I							
(H) identify and generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: A) use the appropriate rate, accuracy, and prosody when reading grade-level text appropriate rate, accuracy, and prosody when reading purpose and use appropriate rate, accuracy, and prosody when reading grade devel text.				_							
generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: A Spanish language Spanish la				toungue twisters; and							
generate verses with at least two rhyming pairs. (H) apply appropriate language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language S				(II) ' 1 .'C . 1							
Least two rhyming pairs. Least two reading spanish language conventions. Least two reading spanish language reade-level text with fluency and comprehension. The student is expected to: Least two rhyming female spanish language reade-level text with fluency and comprehension. The student is expected to: Least two rhyming female spanish language reade-level text with fluency and comprehension. The student is expected to: Least two rh				•							
(H) apply appropriate language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Adergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL I				•							
language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL I				least two rhyming pairs							
language for a situation using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: Grade 1 Grade 2 Grade 3 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL I					(H) apply appropriate						
Using Spanish language conventions. Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: Spanish language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student readis grade-level text with fluency and comprehension. The student is expected to: A) use day of the reading grade-level text											
Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: An or Comparison											
Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to: derigation Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL I											
Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL I ESOL II (A) use the appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and grade level text. (B) use appropriate rate, accuracy, and prosody when reading grade level text. (C) use appropriate rate, accuracy, and prosody when reading grade level text. (D) use appropriate rate, accuracy, and prosody when reading grade level text. (D) use appropriate rate, accuracy, and prosody when reading grade level text. (D) use appropriate rate, accuracy, and prosody when reading grade level text. (D) adjust fluency when (A) adjust fluency when reading grade-level text readin					Conventions.		7				
Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 ELLA Grade 7 ELLA Grade 8 ESOL I ESOL II (A) use the appropriate rate, accuracy, and prosody when reading grade level text. (A) use appropriate rate, accuracy, and grade level text. (B) use appropriate rate, accuracy, and prosody when reading grade level text. (C) use appropriate rate, accuracy, and prosody when reading grade level text. (D) use appropriate rate, accuracy, and prosody when reading grade level text. (D) use appropriate rate, accuracy, and prosody when reading grade level text. (D) use appropriate rate, accuracy, and prosody when reading grade level text. (D) adjust fluency when (A) adjust fluency when reading grade-level text	Developing and	d Sustaining Foundationa	al Language Skills: Listeni	ng, Speaking, Reading, and W	riting [Fluency]. The stu	udent reads grade-level te	xt with fluency and comp	orehension. The student is	expected to:		
rate, accuracy, and prosody when reading grade-level text reading grade on the reading based on the reading grade on the reading grade purpose and use appropriate rate, accuracy, and prosody when reading grade purpose and use appropriate rate, accuracy, and prosody when reading grade purpose and use appropriate rate, accuracy, and prosody when reading grade purpose and use appropriate rate, accuracy, and prosody when	ndergarten						Grade 6	ELLA Grade 7	ELLA Grade 8		
prosody when reading grade level text. prosody when reading grade level text. grade level text. purpose. purpose and use purpose and use purpose and use purpose. appropriate rate, accuracy, and prosody when reading grade when reading grade when reading grade based on the reading based on the reading based on the reading based on the reading purpose. purpose and use purpose and use purpose. appropriate rate, accuracy, and prosody when reading grade when reading grade when reading grade		(A) use the approp	priate		(A) use appropriate	(A) use appropriate	(A) adjust fluency when	n (A) adjust fluency when	n (A) adjust fluency when	n (A) adjust fluency when	(A) adjust fluency when
grade level text. grade level text. purpose. purpose and use purpose and use purpose. purpose. appropriate rate, appropriate rate, accuracy, and prosody accuracy, and prosody when reading grade when reading grade		rate, accuracy, and	d		rate, accuracy, and	rate, accuracy, and	reading grade-level tex	t reading grade-level tex	t reading grade-level tex	t reading grade-level text	reading grade-level text
appropriate rate, appropriate rate, accuracy, and prosody accuracy, and prosody when reading grade when reading grade		prosody when read	ding		prosody when reading	prosody when reading	based on the reading	based on the reading	based on the reading	based on the reading	based on the reading
appropriate rate, appropriate rate, accuracy, and prosody accuracy, and prosody when reading grade when reading grade		grade level text.			grade level text.		purpose.	purpose and use	purpose and use	purpose.	purpose.
accuracy, and prosody when reading grade when reading grade		-				-		appropriate rate,	appropriate rate,		
when reading grade when reading grade											
								• •			
									level text.		

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(2) Comprehension Skills: Listening, Speaking, Reading, and Writing using Multiple Texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose
or reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned
nd self-selected texts	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected text;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts
vith adult assistance;												
B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions
bout text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,
uring, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after
eading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen
nderstanding and gain	understanding and gain	understanding and gain	understanding and gain		understanding and gain	understanding and gain	understanding and gain		understanding and gain	understanding and gain	understanding and gain	understanding and gai
nformation with adult	information;	information;	information;	information;	information;	information;	information;	information;	information;	information;	information;	information;
issistance;												
(C) make and confirm	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or
redictions using text	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions
eatures and structures	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,
with adult assistance;	-		, characteristics of genre,	, characteristics of genre	, characteristics of genre,	, characteristics of genre	characteristics of genre	, characteristics of genre				
	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;
D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental
mages to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen
nderstanding with dult assistance;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections
o personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal
experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in
other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the
arger community with	larger community with	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;
adult assistance;	adult assistance;											
(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences
and use evidence to	and use evidence to	and use evidence to	and use text evidence	and use text evidence	and use text evidence	and use evidence to	and use evidence to	and use evidence to				
support understanding	support understanding	support understanding;	to support	to support	to support	support understanding;	support understanding;	support understanding				
with adult assistance;	with adult assistance;		understanding;	understanding;	understanding;							
G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate
nformation to	information to	information to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to
determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is mos
mportant with adult	importan with adult	important;	important;	important;	important;	important;	important;	important;	important;	important;	important;	important;
assistance;	assistance;											
(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize
nformation to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create
new understanding	new understanding	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;
with adult assistance;	with adult assistance;	and	and	and	and	and	and	and	and	and	and	and
and	and											
I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor
	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and
comprehension and		-	-			-	-	-	-	-	-	make adjustments
-	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustificitis
comprehension and make adjustments, with adult assistance, when	-	make adjustments when understanding	make adjustments when understanding	make adjustments when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding
nake adjustments, with	when understanding	*	•		•		-			*	*	·

(3) Response Skills: Listening, Speaking, Reading, and Writing using Multiple Texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Add describe the (A) de	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
The second process of the control of	(A) describe the												
welcome of the control of the contro												` '	
with year among year year year year year year year year	connections to a	*	•	•	•	*	*	-	*	•	*	•	•
inclaiming self-verberted indicating self-verberted in inclaiming self-ver													
The provision and or 1 (8) white four the provision and or 1 (8) white			,		*	•	•	•	•	*	•	•	•
provide an ordinary or informational places, o				ŭ .	Č	-	-	· ·		-	<u>-</u>	-	
control contro				,	,	,	,	,		,	,	,	,
re production levels of informational levels of informational levels of deconstanting of sevent of sources within an outcome of sources within any opportune appropriate support an appropriate support an appropriate support an appropriate support an appropriate supportune supportu	(B) provide an oral or	(B) write brief	(B) write brief	(B) write responses to	(B) write a response to	(B) write a response to	(B) write a response	(B) write a response	(B) write a response	(B) write a response	(B) write a response	(B) write a response	(B) write a response
deconsecting of sources and commentary to add cross generic. The proper of the properties appoint an appropriate support	pictorial response to a	comments on literary	comments on literary	literary or	compare and contrast	*		with accurate text	with accurate and	with accurate and		with accurate and	
The control of the co	ext;	or informational texts;	or informational texts;	informational texts that	ideas across a variety	ideas across a variety	evidence to compare	evidence to compare	relevant text evidence	relevant text evidence	relevant text evidence	relevant text evidence	relevant text evidence
interaction to (C) we but redulence to (C) we but redulence to (C) we but reduced to (C) the source defence to (C) one but reduced to (C)				demonstrate an	of sources;	of sources;	sources within and	sources within and	and commentary to	and commentary to	and commentary to	and commentary to	and commentary to
The trace of videous to 1C to text evidence t				understanding of a text;			across genres;	across genres;	*	*	compare texts within	*	compare texts within
support an appropriate support and support an appropriate support and s									and across genres;	and across genres;	and across genres;	and across genres;	and across genres;
regionacy (seponacy (credit read in success in credit read in success	C) use text evidence to	(C) use text evidence to	o (C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to						
Tred text in ways. (C) retell and minimize in maintain meaning and logical order. (D) interact with course in meaningful sources in	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate	support an appropriate
unitatian meaning. Uniterate with corder; order; or	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;
ways that maintain meaning and logical conder;	C) retell texts in ways	(C) retell texts in ways	(C) retell and	(C) retell and	(C) retell, paraphrase	(C) retell, paraphrase	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and
meaning and logical order; ord	hat maintain meaning;	that maintain meaning;	paraphrase texts in	paraphrase texts in	or summarize texts in	or summarize texts in	summarize texts in	summarize texts in	summarize texts in	summarize texts in	summarize texts in	summarize texts in	summarize texts in
order, or			ways that maintain	ways that maintain	ways that maintain	ways that maintain	ways that maintain	ways that maintain					
Di interact with cores in meaningful courses in meaningful sources			meaning and logical	meaning and logical	meaning and logical	meaning and logical	meaning and logical	meaning and logical					
surces in meaningful sources in meaningful ways such as w			,		order;	order;	order;	order;	order;	· · · · · · · · · · · · · · · · · · ·	order;	order;	order;
ways such as strating or writing: illustrating or writing: illustrating: illustrati	D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with						
Illustrating or writing: and and writing and writing and writing and writing and writing and illustrating: illustratin	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful		sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful
and and freewriting, or industrating; illustrating; illust	ways such as	•	•	<u> </u>	_	·				·	<u> </u>	·	<u> </u>
illustrating; il	llustrating or writing;	illustrating or writing;	illustrating or writing;		-	<i>C</i> , <i>C</i> ,	C.	<u> </u>	, notetaking, annotating,	Ο,	Ο,	-	notetaking, annotating,
respond using (E) respond using newly acquired vocabulary as vacabulary as appropriate: appropri	and	and	and	O.	•	•	9		O,	•	•	•	-
newly acquired vocabulary as appropriate; approp				illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;
newly acquired vocabulary as appropriate; approp	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using
appropriate appropriate. appropriate register, vocabulary, tone and voice; and voic	newly acquired		newly acquired							acquired content and	acquired content and	acquired content and	acquired content and
(F) discuss specific ideas in the text that are important to the meaning; and meaning; and meaning; and meaning; and meaning and meaning; and meaning	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	academic vocabulary as	academic vocabulary a	s academic vocabulary as	s academic vocabulary as
ideas in the text that are important to the meaning; and important to the meaning; and in the text that are important to the meaning; and important to the m	appropriate	appropriate.	appropriate.	appropriate; and	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;
are important to the meaning. and meaning: a				(F) discuss specific	(F) discuss specific	(F) discuss specific	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write
meaning. meaning meaning and text; t				ideas in the text that	ideas in the text that	ideas in the text that	about the explicit or	about the explicit or	about the explicit or	about the explicit or	about the explicit or	about the explicit or	about the explicit or
(H) respond orally or in writing with in wrocabulary, tone and vocabulary, tone and voice; and vo				are important to the	are important to the	are important to the	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of
in writing with appropriate register, vocabulary, tone and voice;				meaning.	meaning; and	meaning; and	text;	text;	text;	text;	text;	text;	text;
appropriate register, vocabulary, tone and voice; and v							-		-		-		(H) respond orally or
vocabulary, tone and voice; and v							<u> </u>	2	~	C		~	
voice; and													
(I) reflect on and adjust (I) reflect on and							· ·		• •	•	• •		
responses as new respon							,						
evidence is presented. (J) defend or challenge authors' claims using au								- · · · · · · · · · · · · · · · · · · ·	· · ·	· · ·	•	•	· · · · · · · · · · · · · · · · · · ·
(J) defend or challenge authors' claims using authors' cla							-	-		*	_	_	-
authors' claims using							evidence is presented.	evidence is presented.	evidence is presented.	evidence is presented.	evidence is presented.	evidence is presented.	evidence is presented.
authors' claims using									(J) defend or challenge	(J) defend or challenge	(J) defend or challenge	(J) defend or challenge	(J) defend or challenge
									_		_	- · · · · · ·	- · · · · · ·
						7						3,140,100,	

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. [Literary elements] Students recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. IN GRADE APPROPRIATE TEXTS The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) identify the basic	(A) identify the basic	(A) identify the basic	(A) identify basic	(A) identify and infer	(A) explain multiple	(A) infer the implicit	(A) infer multiple	(A) analyze how the	(A) analyze how the	(A) compare and	(A) analyze the way	(A) compare and
theme with adult assistance; and	theme;	theme;	themes with textual evidence;	basic themes supported by text evidence;	themes and ideas not explicitly stated in a text;	theme of a work distinguishing theme from topic	themes and ideas within and across texts;	theme(s) is developed;	genre of texts with similar themes shape meaning;		in which the theme represents a view or comment on the human condition;	contrast works of literature that express a universal theme;
(B) identify and describe the main character(s);	(B) describe the main character(s) and the reasons for their actions;	(B) describe the main character(s) and how their feelings and actions change;	(B) explain the relationship among the major and minor characters;	(B) explain the interactions of the characters and the changes they undergo;	(B) analyze the relationships and conflicts among the characters;	(B) analyze the relationships of and conflicts among static and dynamic characters;	internal and external responses of	(B) analyze how the major characters' qualities influence the resolution of the conflict and the theme;	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	quandaries presented in works of fiction as revealed by the	(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;
(C) identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud; and	(C) identify and understand plot elements including the main events, the problem, and the resolution for texts read aloud and independently; and	(C) identify and understand plot elements including the main events, the problem, and the resolution for texts read aloud and independently; and	(C) identify and understand plot elements including the sequence of events, the problem and the resolution; and	(C) identify and understand plot elements including the rising action, climax, falling action, and resolution; and	(C) analyze and summarize plot elements including rising action, climax, falling action, and resolution; and	(C) analyze plot elements including rising action, climax, falling action, resolution, and non- linear elements such as flashback; and	the use of foreshadowing to advance the plot;	(C) analyze texts with one or more subplot; and	(C) analyze non- linear plot development (e.g., flashbacks, foreshadowing, sub- plots, parallel plot structures) and compare it to linear plot development; and	scenes and their contribution to the success of the plot as	(C) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; and	(C) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; and
(D) identify the setting.	(D) describe the setting.	(D) describe the importance of the setting.	(D) explain the influence of the setting on the plot.	(D) explain the influence of the setting, including historical and cultural settings, on the plot.	(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	(D) compare and contrast the historical and cultural settings across texts.		(D) analyze how the e setting influences the theme.		student expectations	Incomplete: (D) recognize and describe how the author chose the setting to reflect the social, economic, or political climate.	(D) Pending revised student expectations on setting

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. [Genres] Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate
knowledge of well	knowledge of well	knowledge of well	knowledge of well	knowledge of well	knowledge of well	knowledge of	knowledge of	knowledge of	knowledge of	knowledge of	knowledge of	knowledge of
known children's	known children's	known children's	known children's	known children's	known children's	literary genres such	literary genres such	literary genres such	American, British,	American, British,	American, British,	American, British,
literature, including	literature, such as	literature, such as	literature, such as	literature, such as	literature, such as	as realistic fiction,	as realistic fiction,	as realistic fiction,	and world literature	and world literature	and world literature	and world literature
folktales, fables,	folktales, fables,	folktales, fables, and	d folktales, fables,	folktales, fables,	folktales, fables,	adventure stories,	adventure stories,	adventure stories,	across literary	across literary	across literary	across literary
fairy tales, and	fairy tales, and	fairy tales	fairy tales, legends	legends, myths, and	legends, myths, and	historical fiction,	historical fiction,	historical fiction,	periods;	periods;	periods;	periods;
nursery rhymes	nursery rhymes		and myths	tall tales	tall tales	mysteries, humor,	mysteries, humor,	mysteries, humor,				
						and	myths, fantasy, and	fantasy, science				
						myths;	science fiction;	fiction, and short				
								stories;				

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(B) identify rhyme and rhythm in nursery rhymes and familiar and traditional poems;	(B) identify the rhyme, rhythm, and repetition in a variety of poems;	(B) identify rhyme, rhythm, and repetition in a variety of poems;	(B) identify sound effects such as alliteration, onomatopoeia, and rhyme scheme;	(B) identify figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) identify sound effects such as alliteration, onomatopoeia, and rhyme scheme and figurative language such as simile, metaphor, and personification;	(B) distinguish between the poet and the speaker in the poem;	(B) identify structural elements rhyme scheme, meter, stanzas, and line breaks;	(B) compare and contrast different poetic forms such as epic poetry, lyric poetry, and humorous poetry;	scheme) and graphic elements (e;g;, line	rhyme schemes (e;g;	(B) analyze the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods;	(B) analyze relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;
(C) participate in and identify main characters in a play;	(C) identify the elements of a play such as characters and setting;	(C) identify the elements of a play such as characters, dialogue, and setting;	(C) identify the elements of a play such as characters, dialogue, setting, and acts;	(C) identify the elements of a play such as characters, dialogue, setting, acts, and scenes;	(C) identify the elements of a play such as characters, dialogue, setting, acts, and scenes;	(C) identify the elements of a play, including acts, scenes, stage directions, and scripted dialogue;	(C) describe how playwright(s) develop characters through the dialogue and staging of their plays;	(C) describe how playwright(s) develop dramatic action through the use of acts and scenes;	(C) describe how a playwright develops dramatic action through the use of dialogue, soliloquies, and stage directions;	of archetypes and motifs;	· · · •	(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) describe characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:	(D) develop criteria to evaluate characteristics and structural elements of informational texts such as:
(i) the central or main idea, with teacher support	(i) the central or main idea, with teacher support	(i) the central or main idea, with teacher support	(i) the central idea	(i) the central idea	(i) the central idea	(i) the controlling idea or thesis;	(i) the controlling idea or thesis;	(i) the controlling idea or thesis;		(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion;	(i) clear thesis, relevant supporting evidence, pertinent examples, commentary, summary and conclusion;	(i) clear thesis, relevant supporting evidence, pertinent examples, commentary, summary and conclusion;
										(ii) how text is designed to organize and convey ideas; and		
(ii) titles and simple graphics, to gain information; and	(i) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, bullets, numbers, bold and italicized font to support understanding of the text; and		s insets, timelines, and sidebars to support understanding of	(ii) features such as l introduction, foreword, preface, references, or acknowledgements to gain background information of the text; and	(ii) graphic and text features;	(ii) footnotes, endnotes, and citations; and				
(iii) the steps in a sequence, with adult assistance; and	(iii) temporal sequence and description; and	(iii) chronological order and cause and effect stated explicitly;	(iii) cause and effect and problem and solution;	(iii) compare and contrast	(iii) logical order and order of importance;				(iii) organizational patterns such as definition, classification, advantage disadvantage; and	(iii) organizational patterns such as definition, classification, advantage disadvantage; and	•	(iii) multiple organizational patterns within a text to develop the thesis;

V: 1	C 1. 1	C 1- 2	C 1- 2	C 1 4	C 1. 5	C 1- (C 1. 7	C 1. 0	T 11.1. T	E 11.1. II	E 1: -1. III	E 11.1. IV
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) describe	(E) analyze	(E) analyze	(E) develop criteria
characteristics of	characteristics of	characteristics of	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	to evaluate
persuasive text, with	persuasive text, with	persuasive text,	structures of	structures of	structures of	structures of	structures of	structures of	structural elements	structural elements	structural elements	characteristics and
adult assistance and	adult assistance and	including what the	persuasive text by	persuasive text by	persuasive text by	persuasive text	argumentative text	argumentative text	of argumentative	of argumentative	of argumentative	structural elements
state what the author	state what the author	author is trying to	identifying the claim	identifying the claim	identifying the claim	including:	including:	including:	texts such as:	texts such as:	texts such as:	of argumentative
is trying to persuade				and facts or opinions			<u> </u>					texts such as:
	the reader to think or	•		that support the	the author has used							
	do; and		* *	thesis; and	facts for or against							
	uo, una		uicoio, uiid	unosis, and	an argument; and							
					un argument, and							
						(i) identifying the	(i) identifying the	(i) analyzing the	(i) clear arguable	(i) clear arguable	(i) clear arguable	(i) clear arguable
							claim the author	argument by	thesis, appeals, and	-	thesis, appeals, and	thesis, appeals, and
								; identifying the claim		convincing	* *	convincing
						and	and	the author presents		conclusion; and	conclusion; and	conclusion; and
								in the thesis; and	contraston, und	Concression, and	Concrusion, una	Concrusion, und
								in the thesis, and				
						(ii) explaining how	(ii) analyzing the	(ii) explaining how	(ii) counter	(ii) counter	(ii) counter	(ii) counter
						the author uses	evidence presented	the author anticipates	arguments,	arguments,	arguments,	arguments,
						relevant evidence	•	-		concessions, and call		concessions, call to
							1	s counter-arguments.		to action.		action, and opposing
						alternatives to	and answers readers'				viewpoints.	viewpoints.
							concerns.				To apoints.	To a points.
						argument.	concerns.					
						argument.						



(6) Author's Craft: Listening, Speaking, Reading and Writing using Multiple Texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a text. The student will analyze and apply author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

		mances. The student is										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) listen to and	(A) listen to and	(A) identify the use	(A) identify sound	(A) describe sound	(A) describe and	(A) explain the	(A) explain the	(A) explain the	(A) analyze the	(A) analyze the	(A) identify and	(A) develop criteria
experience the	experience the	of literal and	devices such as	devices such as	literal and figurative		d purpose of literal and			purpose and meaning		to evaluate paradox,
author's use of	author's use of	figurative language;	rhyme and	alliteration and	language such as	figurative language	figurative language	figurative language	devices including	of literary devices	satire, and allegory;	satire, and allegory;
repetition within	repetition within	and	onomatopoeia; and	assonance, and other	personification and	including metaphor,	including metaphor,	including imagery	extended metaphor,	including sarcasm,	and	
literary texts; and	literary texts; and		literal and figurative	forms of figurative	imagery;	simile,	simile,	and symbolism;	symbolism, imagery,	literary and		
			language such as	language;		personification, and	personification, and		irony and oxymoron;	mythological		
			simile and metaphor;			imagery;	imagery;			allusions, and motif;		
(B) listen to and	(B) listen to and	(B) identify the use	(B) identify the use	(B) identify and	(B) identify and	(B) identify the use	(B) identify the use	(B) identify and				
experience first and	experience first and	of first or third	of literary devices	•	understand the use of	•	of literary devices	analyze the use of				
third person text.	third person text.	person in a text.	including first or	literary devices	literary devices	•	t including subjective	•				
umu person text.	uma person text.	person in a text.	third person point of	•	including first or	and limited point of		including multiple				
			view; and	•	third person point of	view to achieve a	of view; and	points of view and				
			view, and	view; and	view; and	specific purpose; and		irony; and				
				view, and	view, and	specific purpose, and		nony, and				
						(C) identify and	(C) identify and	(C) identify how the	•	(C) identify and	(C) analyze and	(C) analyze and
							f describe the mood of	0 0	analyze how the	•	1	evaluate how the
						a text; and	a text; and	contributes to the		author's diction and		
								mood and tone of a		syntax contribute to		
								text; and		the mood, voice, and		
									tone of a text; and	tone of a text; and	tone of a text; and	tone of a text; and
											denotation	
											connotation	
											amplification,	
											juxtaposition	
											January Controll	
				(D) identify the	(D) identify the	(D) identify the		* *	(D) identify and	(D) identify and	(D) identify and	(D) identify and
				purpose of	purpose of	purpose of		, of rhetorical devices	•	analyze the use of	analyze the use of	analyze use of
				exaggeration.	exaggeration.	hyperbole.	including loaded	including rhetorical		rhetorical devices	rhetorical devices	rhetorical devices
							language.	questions and loaded	-	including allusion,	including analogy,	including analogy,
								language.	repetition, appeals,	appeals,	antithesis, and shifts.	
									and rhetorical	understatement,		syllogism.
									questions.	overstatement,		
										parallelism, and		
										shifts.		

(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts [Writing process]. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(A) plan by generating ideas for writing through class discussions and drawings;	generating ideas for	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	selecting a genre for a	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	(B) develop drafts in oral, pictorial, or written form by:	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
	(i) organizing with structure; and	(i) organizing with structure;	(i) organizing with purposeful structure including an introduction and conclusion;	(i) organizing with purposeful structure including an introduction, transitions, and conclusion;	(i) organizing with purposeful structure and paragraphs including an introduction, transitions, and conclusion;	(i) organizing with purposeful structure including an introduction, transitions, paragraph- to-paragraph coherence and conclusion;	(i) organizing with purposeful structure including an introduction, transitions, paragraph- , to-paragraph coherence, and conclusion;	(i) organizing with purposeful structure including an introduction, transitions, paragraph- to-paragraph coherence, and conclusion;		(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to- sentence coherence, and conclusion;
	(ii) developing an idea with specific and relevant details;	(ii) developing an idea with specific and relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an g engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding details in words or pictures;	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;	(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;
(D) edit drafts with adult assistance, using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions including:	(D) edit drafts using standard English conventions including:	(D) edit drafts using standard English conventions including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions including:
									(i) effective avoidance of problematic splices, run-ons, and fragments;	of problematic splices,

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with correct subject- verb agreement;	(i) complete simple and compound sentences with correct subject- verb agreement;	(i) complete simple, complex, and compound sentences with correct subject- verb agreement;	(i) complete simple and compound sentences with correct subject- verb agreement;	compound, and	(i) complete simple, compound, complex, and compound-complex sentences with correct subject-verb agreement;	(viii) subject-verb agreement;	(viii) subject-verb agreement;
i) past, present, and uture verbs;	(ii) past, present, and future verbs;	(ii) past, present, and future verbs;	(ii) past, present, and future verb tenses;	(ii) irregular verbs;	(ii) irregular verbs and active voice;	(iii) consistent verb tenses;	(ii) consistent verb tenses;	(ii) consistent verb tenses;	(vi) consistent and logical use of verb tense;	(vi) consistent and logical use of verb tense;
iii) singular and plural ouns including rticles;	(iii) singular, plural, common, proper nouns, including articles;	(iii) singular, plural, common, and proper nouns, including articles;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns and correlating article when applicable;	(iii) collective nouns;				tense,	tense,
v) descriptive djectives;	(iv) descriptive adjectives;	(iv) descriptive adjectives;	(iv) descriptive and limiting adjectives, including articles;	(iv) descriptive adjectives, including their comparative and superlative forms;	(iv) descriptive adjectives, including those indicating origin;					
	(v) adverbs that convey time;	(v) adverbs that convey time and manner;	(v) adverbs that convey time and manner;	The state of the s	(v) adverbs that convey frequency and intensity:					
	(vi) prepositions;	(vi) prepositions and prepositional phrases (vii) pronouns;	(vi) prepositions and prepositional phrases to convey relationships and add detail;	(vi) prepositions and prepositional phrases to convey location, time, and direction, or to provide details;	(vi) prepositions and prepositional phrases to convey location, time, direction, or to provide details:					
y) pronouns;	(vii) pronouns;		(vii) possessive pronouns; (viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(vii) reflexive pronouns; (viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(vii) indefinite pronouns; (viii) conjunctions to form compound predicates, subjects,	(iv) appropriate pronouns;	(iii) appropriate pronouns;	(iii) appropriate pronouns;	(ix) pronounagreement;	(ix) pronounagreement;
					(ix) subordinating conjunctions to form complex sentences and correlative conjunctions;					
vi) capitalization of the rst letter in a sentence; nd	(viii) capitalization of the beginning of sentences; and	(ix) capitalization for proper nouns, and the salutation and closing of a letter; and	(ix) capitalization for proper nouns, geographical names and places, historical periods, and official titles of people; and	(ix) capitalization for: historical events and documents, titles of books, stories and essays; and	(x) capitalization for: initials, acronyms, and organizations; and	(vii) capitalization of proper nouns including abbreviation, initials, acronyms, and organizations; and	(vii) correct capitalization; and	(vii) correct capitalization; and	(xii) correct capitalization; and	(xii) correct capitalization; and

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(vii) punctuation marks at the end of a declarative sentence;	sentences, and the beginning and end of exclamatory, and	(x) punctuation marks, at the end of declarative sentences, and the beginning and end of exclamatory, and interrogative sentences;	(x) punctuation marks, including commas in a series and dates, and correct mechanics, including indentations;	sentences and em dash	(xi) punctuation marks, including commas in compound and complex sentences; em dash for dialogue; proper italics and underlining for titles and emphasis; and quotation marks for titles;	compound sentences and after transitions, introductory words and phrases;	(iv) commas in appositive phrases and after transitions, introductory words, phrases, and clauses;	(iv) commas in appositive phrases and after transitions, introductory words, phrases, and clauses;	(ii) commas to set off infinitive and participle phrases;	(ii) commas to set off infinitive, and particip phrases;
							(v) semicolons when appropriate;	(v) semicolons, colons, and parentheses when appropriate;		(iii) semi-colons to indicate a relationship between closely related independent clauses;
									(v) dashes, colons, parentheses, brackets, and ellipses;	(v) dashes, colons, parentheses, brackets, and ellipses;
						(v) use quotation marks correctly such as for dialogue;	(vi) correct punctuation of dialogue and citation(s);	(vi) correct punctuation of dialogue and citation(s);		
									(iv) parallel structure;	(iv) parallel structure;
						(viii) correct spelling, including commonly confused terms;	- -	(viii) correct spelling;	(xiii) correct spelling including abbreviations;	(xiii) correct spelling including abbreviation
						(vi) proper mechanics for referencing titles of books;				
									(vii) appropriate use of active and passive voice;	(vii) appropriate use of active and passive voice;
									(x) apostrophes to show possession; (xi) accurate use of homonyms;	(x) apostrophes to show possession;(xi) accurate use of homonyms;
(E) share writing.	(E) publish and share writing.	(E) publish and share writing.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.
_									e student is expected to	
•	literary texts, including	texts, including	Grade 3 (A) compose literary texts including personal narratives and poetry;	(A) compose literary texts such as personal narratives and poetry;	Grade 5 (A) compose literary texts such as personal narratives, fiction, and poetry;	Grade 6 (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	ELLA Grade 8 (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;	ESOL II (A) compose literary texts such as fiction, and poetry using genre characteristics and craft;

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(B) dictate or compose	(B) dictate or compose	(B) compose	(B) compose	(B) compose	(B) compose	(B) compose	(B) compose	(B) compose	(B) compose	(B) compose
informational texts; and		informational texts,	informational texts	informational texts	informational texts	informational texts	informational texts	informational texts		informational texts such
	including procedural;	procedural and reports;	0.0	using genre	using genre	including multi-	including multi-	including multi-	=	personal or informative
			characteristics and craft;	characteristics and	characteristics and	paragraph essays that	paragraph essays that	paragraph essays that	essays;	essays;
			ciait,	craft;	craft;	convey information about a topic using	convey information about a topic using	convey information about a topic using		
						genre characteristics	genre characteristics	genre characteristics		
						and craft;	and craft;	and craft;		
<u>-</u>			(C) compose	(C) compose	(C) compose	(C) compose multi-	(C) compose multi-	(C) compose multi-	(C) compose	(C) compose
			argumentative texts	argumentative texts	argumentative texts	paragraph	paragraph	paragraph	argumentative texts;	argumentative texts;
			including opinion	including opinion	including opinion	argumentative texts;	argumentative texts;	argumentative texts;	and	and
			essays using genre	essays using genre	essays using genre	and	and	and		
			characteristics and	characteristics and	characteristics and					
			craft; and	craft; and	craft; and					
	(D) dictate or compose	(D) compose	(D) compose	(D) compose	(D) compose	(D) compose	(D) compose	(D) compose	(D) compose	(D) compose
	correspondence.	correspondence.	correspondence such as	•	correspondence that	correspondence that	correspondence that	correspondence that	correspondence in a	correspondence in a
			thank you notes or	requests information.	requests information.	reflects an opinion,	reflects an opinion,	reflects an opinion,	•	professional or friendly
			letters.				or registers a complaint, o	•		structure.
						•	requests information in	•		
						a business or friendly	a business or friendly	a business or friendly		
						structure.	structure.	structure.		

Strand 8

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
-	-	- · · -	(A) generate questions		(A) generate and	(A) generate student-	(A) generate student-	(A) generate student-	(A) develop student-	(A) develop student-	(A) develop student-	(A) develop student-
		for formal and informal	_	clarify questions on a	clarify questions on a	selected and teacher-	selected and teacher-	selected and teacher-	selected questions for	selected questions for	selected questions for	selected questions for
quiry with adult	inquiry with adult	inquiry with adult	and informal inquiry;	topic for formal and	topic for formal and	guided questions for	guided questions for	guided questions for	formal and informal	formal and informal	formal and informal	formal and informal
ssistance;	assistance;	assistance;		informal inquiry;	informal inquiry;	formal and informal inquiry;	formal and informal inquiry;	formal and informal inquiry;	inquiry;	inquiry;	inquiry;	inquiry;
						mquny,	mquny,	inquiry,	(B) critique the	(B) critique the	(B) critique the	(B) critique the
									research process at	research process at	research process at	research process at
									-	each step to implement	-	each step to impleme
									changes as the need	changes as the need	changes as the need	changes as the need
									occurs and is identified	occurs and is identified	l occurs and is identified	occurs and is identifi
			-	- · · ·		- · · ·		- · · · · · · · · · · · · · · · · · · ·			(C) develop and revise	
			a research plan with	a research plan with	a research plan with	a plan;	a plan;	a plan;	a plan;	a plan;	a plan;	a plan;
			teacher support;	teacher support;	teacher support;							
						(C) refine the major	(C) refine the major	(C) refine the major	(D) modify the major	(D) modify the major	(D) modify the major	(D) modify the major
						research question, if	research question, if	research question, if	research question as	research question as	research question as	research question as
						necessary, guided by	necessary, guided by	necessary, guided by	necessary to refocus	necessary to refocus	necessary to refocus	necessary to refocus
						the answers to a	the answers to a	the answers to a	the research plan;	the research plan;	the research plan;	the research plan;
						secondary set of	secondary set of	secondary set of				
						questions;	questions;	questions;				
B) gather information	(B) identify and gather	(B) identify and gather	(C) identify and gather	(C) identify and gather	r (C) identify and gather	r (D) identify and gather	r (D) identify and gather	(D) identify and gather	(E) locate relevant	(E) locate relevant	(E) locate relevant	(E) locate relevant
om a variety of	relevant sources and	relevant sources and	relevant information	relevant information	relevant information	relevant information	relevant information	relevant information	sources;	sources;	sources;	sources;
ources with adult	information to answer	information to answer	from a variety of	from a variety of	from a variety of	from a variety of	from a variety of	from a variety of				
ssistance; and	the questions with	the questions;	sources;	sources;	sources;	sources;	sources;	sources;				
	adult assistance; and											
C) demonstrate	(C) demonstrate	(C) recognize primary	(D) recognize primary	(D) identify primary	(D) understand	(E) differentiate	(E) differentiate	(E) differentiate				
nderstanding of	understanding of		and secondary sources;			between primary and	between primary and	between primary and				
nformation gathered	information gathered	and	and		and secondary sources;		secondary sources;	secondary sources;				
ith adult assistance.	with adult assistance.											
			(E) recognize the	(E) recognize the	(E) differentiate							
			difference between paraphrasing and	difference between paraphrasing and	between paraphrasing and plagiarism when							
					using source materials;							
			source materials;	source materials;	using source materials,	,						
						(F) examine sources	(F) examine sources	(F) examine sources	(F) examine sources	(F) examine sources	(F) examine sources	(F) examine sources
						for:	for:	for:	for:	for:	for:	for:
						(1) reliability and bias; and	(i) reliability and bias; and	(i) reliability and bias, including omission;	(i) validity, reliability, and accuracy;	(1) validity, reliability, and accuracy;	(i) validity, reliability, and accuracy;	(i) validity, reliabilit and accuracy;
						und	unu	and	and accuracy,	and accuracy,	and accuracy,	and accuracy,
									(ii) bias including	(ii) bias including	(ii) bias; and	(ii) bias; and
									omission; and	omission; and		
						(ii) faulty reasoning,	(ii) faulty reasoning,	(ii) faulty reasoning,	(iii) faulty reasoning	(iii) faulty reasoning	(iii) faulty reasoning	(iii) faulty reasoning
						such as hyperbole,	such as hyperbole,	such as bandwagon	such as ad hominem,	such as incorrect	such as post hoc-ad	such as straw man,
							d emotional appeals, and			premise, hasty		false dilemma, fault
						stereotype;	stereotype;	loaded language;	slippery slope;	generalizations, and	red herring, and	analogies, and non-
										either-or;	assumptions;	sequitur;
						(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize
						information from a	information from a	information from a	information;	information;	information;	information;
						variety of sources;	variety of sources;	variety of sources;				

											0 -	. 0 0
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
			(F) create a work cited	(F) develop a	(F) develop a	(H) display academic	(H) display academic					
			page;	bibliography;	bibliography;	citations and use	citations and use					
						source materials	source materials					
						ethically; and	ethically; and					
(D) use an appropriate	(D) use an appropriate	(D) use an appropriate	(G) use an appropriate	(G) use an appropriate	(G) use an appropriate	(I) use an appropriat						
mode of delivery, such	mode of delivery, su											
as written, oral, and/or	as written, oral, and/o											
media to present	media to present											
results.	results.											