

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
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(A) listen actively and ask questions to understand information;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(A) listen actively, ask clarifying questions, and respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas, adjust communication to audiences and purposes;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments when appropriate;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
									(B) share prior knowledge with peers and others to facilitate communication;	(B) share prior knowledge with peers and others to facilitate communication;
(B) follow oral directions that involve a short related sequence of actions;	(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;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
								(C) give an organized presentation with a specific point of view;	(D) develop social communication and produce oral language in contextualized and purposeful ways;	(D) develop social communication and produce oral language in contextualized and purposeful ways;
									(E) conduct an interview, including social, informative, and literary;	(E) conduct an interview, including social, informative, and literary;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and 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 an organized presentation 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;	(D) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(F) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;	(F) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;
							(D) develop social communication and produce oral language in contextualized and purposeful ways; and	(E) developing social communication and produce oral language in contextualized and purposeful ways; and	(G) listen and respond to critique from peers after an oral presentation; and	(G) listen and respond to critique from peers after an oral presentation; and
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking 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	(D) work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	(D) work collaboratively with others by following agreed upon rules, norms, and protocols; and	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) work collaboratively 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.	(E) engage in meaningful discourse and provide and accept constructive feedback from others.	(F) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	(H) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(H) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	(E) develop social communication such as distinguishing between asking and telling.	(E) develop social communication such as conversing politely in all situations.							

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
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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:

(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:									
	(i) recognizing the change in spoken word when a specified phoneme is added, changed or removed;									
	(i) identifying and producing rhyming words;									
	(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;									
	(iii) identifying the individual words in a spoken sentence;									
(iv) identifying syllables in spoken words;	(ii) segmenting spoken one-syllable words into individual phonemes; and									
(v) blending syllables to form multisyllabic words;	(iii) blending spoken phonemes to form one syllable words, including consonant blends;									
(vi) segmenting multisyllabic words into syllables;	(iv) segmenting spoken one syllable words of 3 to 5 phonemes into individual phonemes including words with consonant blends; and									
(vii) identifying initial and final sounds in simple words;										
(viii) blending spoken phonemes to form one-syllable words;										

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(ix) manipulating syllables within a multisyllabic word; and	(v) manipulating phonemes within base words.									
(x) segmenting spoken one-syllable words into individual phonemes.										
(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge; and			
	(i) identifying and matching sounds to individual letters;									
(i) identifying and matching the common sounds that letters represent;	(ii) decoding words in isolation and in context with all vowel and consonant sounds;	(i) decoding multi-syllabic words;	(i) decoding words with a prosodic or orthographic accent;	(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate and last syllable and words with a stress on the syllable before the antepenultimate);	(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate and last syllable and words with a stress on the syllable before the antepenultimate);	(i) differentiating between commonly confused terms such as porque, porqué, por qué, por que; sino, si no; también, tan bien;				
(ii) using letter-sound relationships to decode one and two-syllable words, including CV, CVC, VCV, and CVCV; and	(iii) decoding words with consonant digraphs such as /ch/, /rr/, /ll/ and consonant blends such as /bl/, /br/, /gl/, and /gr/ ;	(ii) decoding words with consonant blends and digraphs;	(ii) decoding words with multiple sound spelling patterns such as c, k,q and s, z, soft c and x;	(ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;	(ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;	(ii) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);				
(iii) recognizing that new words are created when letters or syllables are changed, added, or deleted.	(iv) decoding words with diphthongs such as /ai/, /au/ and /ei/;	(iii) decoding words with diphthongs and hiatus;	(iii) decoding words with silent "h" and words that use the syllables que-, qui-, gue-, gui-, and güe-, güi;	(iii) decoding and differentiating meaning of a word based on the diacritical accent; and	(iii) decoding and differentiating meaning of word based on the diacritical accent; and	(iii) decoding words with hiatus and diphthongs; and				

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	(v) decoding contractions such as al and del;	(iv) decoding common abbreviations; and	(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;	(iv) decoding words with prefixes and suffixes.	(iv) decoding words with prefixes and suffixes;	(iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;				
	(vi) decoding three to four-syllable words;	(v) decoding words with prefixes and suffixes.	(v) decoding and differentiating meaning of a word based on a diacritical accent; and							
	(vii) using knowledge of base words to decode common compound words; and		(vi) decoding words with prefixes and suffixes.							
	(viii) decoding words with common prefixes and suffixes.									
(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:				
(i) spelling common letter and sound correlations; and	(i) spelling common letter and sound correlations;	(i) spelling multi-syllabic words;	(i) spelling palabras graves (words with an accent on the penultimate/last syllable);	(i) spelling palabras agudas y graves (words with the stress on the penultimate and last syllable) with an orthographic accent;	(i) spelling words with more advanced orthographic patterns and rules;	(i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate syllable);				
(ii) spelling words with common patterns such as CV, CVC, VCV, and CVCV.	(ii) spelling words with common patterns such as CV, CVC, VCV, and CVCV;	(ii) spelling words with consonant blends and digraphs;	(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate and last syllable) with a prosodic or orthographic accent;	(ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and				

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	(iii) spelling words with consonant digraphs /ch/, /rr/, /ll/ and consonant blends /bl/, /br/, /gl/;	(iii) spelling words with diphthongs and hiatus;	(iii) spelling words with the concept of hiatus and diphthongs and their implications for orthographic accents;	(iii) spelling words with diphthongs and hiatus; and	(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) that is those with a prosodic or orthographic accent;	(iii) spelling words with diphthongs and hiatus; and				
	(iv) spelling three to four-syllable words;	(iv) spelling common abbreviations; and	(iv) using accents on words commonly used in questions and exclamations;	(iv) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.	(iv) spelling words with hiatus and diphthongs; and					
	(v) spelling contractions such as al and del;	(v) spelling words with prefixes and suffixes.	(v) spelling words based on the diacritical accent such as se/sé, el/él, mas/más;		(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and					
	(vi) spelling words with diphthongs such as /ai/, /au/, and /ei/ and hiatus such as le-er, rí-o, quie-ro, na-die, ra-dio; and		(vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;							
	(vii) spelling words with common prefixes and suffixes.		(vii) spelling words with silent "h"; and words that use the syllables que-, qui-, gue-, gui, and güe-, güi-;							
			(viii) spelling words that have the same sounds represented by different letters, including "ll" and "y,"; "c", "k," and "q,"; soft c, soft x, s, z, and soft ç, j and x;							
			(ix) spelling words with hard and soft /r/;							

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128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
			(ix) spelling words using "n" before "v"; "m" before "b"; and "m" before "p";							
			(x) spelling words with consonant blends; and							
			(xi) spelling the plural form of words ending in "z" by replacing the "z" with "c" before adding -es.							
(D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide; and									
(i) identifying the front cover, back cover, and title page of a book;										
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;										
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;										
(iv) recognizing the difference between a letter and a printed word; and										
(v) identifying all uppercase and lowercase letters; and										
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	(E) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	(C) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	(C) write complete words, thoughts, and answers legibly in print and cursive leaving appropriate spaces between words.	(C) write legibly in print and cursive to complete assignments.	(C) write legibly in print and cursive.	(C) write legibly in cursive.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.

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Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Vocabulary]. The student uses newly acquired vocabulary expressively. The student is expected to:										
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use print or digital resources to determine meaning and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources, including dictionaries, thesauri, or glossaries, to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources, including dictionaries, thesauri, or glossaries, to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources such as glossaries or technical dictionaries, to clarify, and validate understanding of the precise meaning of technical or discipline-based vocabulary;	(A) use print or digital resources such as glossaries or technical dictionaries, to clarify, and validate understanding of the precise meaning of technical or discipline-based vocabulary;
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context such as definition, analogy, and examples to clarify the meaning of words;	(B) use context such as contrast or cause and effect to clarify the meaning of words;	(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words;	(B) analyze context to distinguish between the denotative and connotative meanings of words;	(B) analyze context to distinguish between denotative and figurative meanings of words;
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	(C) identify and use words that name actions, directions, positions, sequences, categories, and locations; and						(C) identify and use words that name actions, directions, positions, sequences, and locations;	(C) identify and use words that name actions, directions, positions, sequences, and locations; and	(C) identify and use words that name actions, directions, positions, sequences, and locations;	(C) identify and use words that name actions, directions, positions, sequences, and locations;
(D) identify the meaning of words with affixes including, -s, -es, and -or	(C) use affixes, including re- pre-, -ción, ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words; and	(C) use and identify the meaning of words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, -ura and know how the affix changes the meaning of the word;	(C) identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, -ura, and roots, including auto, bio, grafía, metro, fono, and tele;	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, -ista, and roots, including audi, crono, foto, geo, and terr;	(C) identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, -ista, and roots, including audi, crono, foto, geo, and terr;	(C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro-, grafo-, scrib-, and port-;	(D) use and determine the meaning and usage of grade-level academic English words derived from Greek and Latin and other languages, including omni, log/logue, gen, vid/vis, phil, luc, sens/sent; un-, re-, -ly, -er/or; and -ion/tion/sion im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;	(D) use and determine the meaning and usage of grade-level academic English words derived from Greek and Latin and other languages including ast, qui, path, mand/mend and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject.	(D) determine the meaning of foreign words or phrases used frequently in English such as caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, and quid pro quo;	(D) determine the meaning of foreign words or phrases used frequently in English such as status quo, déjà vu, avant-garde, and coup d'état;

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		(D) identify, use, and explain the meaning of antonyms, synonyms, idioms and homographs in context.	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms and homographs in a text.	(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and	(D) identify, use, and explain the meaning of idioms, adages and puns;					
					(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque, porqué, por qué, por que; sino, si no; también, tan bien; and	(D) differentiate between and use homographs, homophones, and commonly confused terms such as porque, porqué, por qué, por que; sino, si no; también, tan bien; and	(E) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly; and
				(E) complete analogies using knowledge of antonyms and synonyms.	(F) produce analogies with known antonyms and synonyms.	(E) complete analogies that describe part to whole or whole to part.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.
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:										
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
	use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	adjust fluency when reading grade-level text based on the reading purpose.	adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text.	adjust fluency when reading grade-level text based on the reading purpose.	adjust fluency when reading grade-level text based on the reading purpose.	adjust fluency when reading grade-level text based on the reading purpose.
(5) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Self-sustained reading]. The student reads grade appropriate texts independently. The student is expected to:										
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(4)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
self-select text and interact independently with text for increasing periods of time.	self-select text and interact independently with text for increasing periods of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.

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:

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128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(6)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(A) describe the personal and emotional connections to a variety of sources;	(A) describe the personal and emotional connections to a variety of sources;	(A) describe the personal and emotional connections to a variety of sources;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;
(B) provide an oral or pictorial response to a text;	(B) write brief comments on literary or informational texts;	(B) write brief comments on literary or informational texts;	(B) write a response to a literary or informational text that demonstrates an understanding of a text;	(B) write a response to compare and contrast ideas across a variety of sources;	(B) write a response to compare and contrast ideas across a variety of sources;	(B) write a response with accurate text evidence to compare sources within and across genres;	(B) write a response with accurate text evidence to compare sources within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;
(C) retell texts in ways that maintain meaning;	(C) retell texts in ways that maintain meaning;	(C) retell and paraphrase texts in ways that maintain meaning and logical order;	(C) retell and paraphrase texts in ways that maintain meaning and logical order;	(C) retell, paraphrase or summarize texts in ways that maintain meaning and logical order;	(C) retell, paraphrase or summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;
(D) interact with sources in meaningful ways such as illustrating or writing; and	(D) interact with sources in meaningful ways such as illustrating or writing; and	(D) interact with sources in meaningful ways such as illustrating or writing; and	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(E) respond using newly acquired vocabulary as appropriate.	(E) respond using newly acquired vocabulary as appropriate.	(E) respond using newly acquired vocabulary as appropriate.	(E) respond using newly acquired vocabulary as appropriate; and	(E) respond using newly acquired vocabulary as appropriate; and	(E) respond using newly acquired vocabulary as appropriate; and	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using acquired content and academic vocabulary as appropriate;	(E) respond using acquired content and academic vocabulary as appropriate;
			(F) discuss specific ideas in the text that are important to the meaning.	(F) discuss specific ideas in the text that are important to the meaning.	(F) discuss specific ideas in the text that are important to the meaning.	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;
						(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and
						(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented; and	(I) reflect on and adjust responses as new evidence is presented; and	(I) reflect on and adjust responses as new evidence is presented; and
								(J) defend or challenge authors' claims using relevant text evidence.	(J) defend or challenge authors' claims using relevant text evidence.	(J) defend or challenge authors' claims using relevant text evidence.

Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. [Literary elements] The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:

Kindergarten 128.2 (8)	Grade 1 128.3 (8)	Grade 2 128.4 (8)	Grade 3 128.5 (8)	Grade 4 128.6 (8)	Grade 5 128.7 (8)	Grade 6 128.21 (8)	ELLA Grade 7 128.22 (8)	ELLA Grade 8 128.23 (8)	ESOL I 128.34 (8)	ESOL II 128.35 (8)
(A) identify the basic theme with adult assistance;	(A) identify the basic theme;	(A) identify the basic theme;	(A) identify basic themes with textual evidence;	(A) identify and infer basic themes supported by text evidence;	(A) explain multiple themes and ideas not explicitly stated in a text;	(A) infer the implicit theme of a work distinguishing theme from topic;	(A) infer multiple themes and ideas within and across texts;	(A) analyze relationships among thematic development, characterization, point of view, setting, and plot in a variety of literary texts; □	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	(A) compare and contrast differences in similar themes expressed across a variety of works;
(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 of and conflicts among the characters;	(B) analyze the relationships of and conflicts among static and dynamic characters;	(B) analyze how the internal and external responses of characters develop the plot;	(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;
(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 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	(C) analyze plot elements including the use of foreshadowing to advance the plot; and	(C) analyze texts with one or more subplot; and	(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	(C) analyze isolated scenes and their contribution to the success of the plot as a whole; 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 historical and cultural settings across texts.	(D) explain how the setting influences the values and beliefs of characters.	(D) analyze how the setting influences the theme.	(D) describe the impact of the setting on both character development and plot structure.	(D) analyze the impact of the setting on both character development and plot structure.

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. [Genres] The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student										
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(8)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)
(A) demonstrate knowledge of well known children's literature, including folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of well known children's literature such as folktales, fables, and fairy tales;	(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, legends and myths;	(A) demonstrate knowledge of well known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of well known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	(A) demonstrate knowledge of American, British, and world literature across literary periods;	(A) demonstrate knowledge of American, British, and world literature across literary periods;
(B) identify rhyme and rhythm in nursery rhymes and familiar and traditional poems;	(B) identify 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) analyzing how language contributes to the meaning of a poem and identify structural elements such as rhyme scheme, meter, stanzas, and line breaks;	(B) compare and contrast different poetic forms such as epic poetry, lyric poetry, and humorous poetry;	(B) analyze the structure or prosody such as meter and rhyme scheme and graphic elements such as line length, punctuation, and word position in poetry;	(B) analyze the effects of metrics, rhyme schemes such as end, internal, slant, and eye, and other conventions in poetry;
(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;	(C) identify and explain the function of archetypes and motifs;
(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:
(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) controlling idea and clear thesis, relevant supporting evidence, and pertinent examples, and conclusion;	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
(ii) titles and simple graphics to gain information; and	(ii) 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	(ii) features such as pronunciation guides and diagrams to support understanding of the text; and	(ii) features such as insets, timelines, and sidebars to support understanding of the text; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information of the text; and	(ii) graphic and text features such as chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	(ii) footnotes, endnotes, and citations; and	(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(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; and	(iii) cause and effect and problem and solution; and	(iii) compare and contrast; and	(iii) logical order and order of importance; and	(iii) organizational patterns such as definition, classification, advantage, and disadvantage	(iii) organizational patterns that support multiple topics, categories, and subcategories; and	(iii) multiple organizational patterns within a text to develop the thesis; and	(iii) multiple organizational patterns within a text to develop the thesis;	(iii) organizational patterns such as such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and
										(iv) the relationship between organizational design and thesis; and
							(E) explain how informational text is designed to organize and convey ideas; and	(E) explain how informational text is designed to organize and convey ideas; and		
(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.	(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.	(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(F) recognize characteristics and structures of argumentative text by:	(F) recognize characteristics and structures of argumentative text by:	(E) describe characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:
			(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) controlling idea and clear arguable claim, appeals, and convincing conclusion;
			(ii) distinguishing facts from opinion; and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument; and	(ii) analyzing the evidence presented;	(ii) identifying and explaining the counter-argument; and	(ii) counter arguments, types of evidence, concessions, and call to action; and	(ii) counter arguments, types of evidence, concessions, and call to action; and
			(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iv) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifiable audience or reader.	(iii) identifiable audience or reader.

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 variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. 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
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(9)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)
(A) listen to and experience the author's use of repetition within literary texts; and	(A) listen to and experience the author's use of repetition within literary texts; and	(A) identify the use of literal and figurative language; and	(A) identify sound devices such as rhyme and onomatopoeia; and literal and figurative language such as simile and metaphor; and	(A) describe the use of sound devices such as alliteration and assonance, and other forms of figurative language;	(A) describe the use of literal and figurative language such as personification and imagery;	(A) explain the purpose of figurative language including metaphor, simile, personification, and imagery;	(A) explain the purpose of figurative language including metaphor, simile, personification, and imagery;	(A) explain the purpose of figurative language including imagery and symbolism;	(A) identify and analyze the use of extended metaphor, paradox, irony and oxymoron;	(A) identify and analyze the use of allusions and motif;
(B) listen to and experience first and third person text.	(B) listen to and experience first and third person text.	(B) identify the use of first or third person in a text.	(B) identify the use of literary devices including first or third person point of view.	(B) identify and understand the use of literary devices including first or third person point of view; and	(B) identify and understand the use of literary devices including first or third person point of view; and	(B) identify the use of literary devices including omniscient and limited point of view to achieve a specific purpose;	(B) identify the use of literary devices including subjective and objective point of view;	(B) identify and analyze the use of literary devices including multiple points of view and irony;		
						(C) identify and describe the mood created in a text; and	(C) identify and describe the mood created in a text; and	(C) identify how the author’s language contributes to the mood and tone of a text; and	(B) identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and	(B) identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and
									(C) identify and analyze the use of rhetorical devices including allusion, repetition, appeals, and rhetorical questions; and	
			(D) identify the use of hyperbole.	(D) identify and explain the purpose of hyperbole.	(D) identify and explain the differences between the use of hyperbole and sarcasm in texts.	(D) identify and explain loaded language, strawmen, and ad hominem arguments.	(D) identify and explain the use of rhetorical questions, bandwagon appeals, and sweeping generalizations.	(D) explain the difference between rhetorical devices and logical fallacies.		(D) identify and analyze the use of rhetorical devices including appeals, understatement, overstatement, parallelism, and shifts.

Composition: 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
128.2	128.3	128.4	128.5	128.6	128.7	128.21	128.22	128.23	128.34	128.35
(10)	(11)	(11)	(11)	(11)	(11)	(11)	(11)	(11)	(11)	(11)
(A) plan by generating ideas for writing through class discussions and drawings;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(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, 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, freewriting, 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;	(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 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;	(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; and	(i) organizing with purposeful structure including an introduction and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to-paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to-paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to-paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to-sentence coherence, and conclusion; and	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to-sentence coherence, and conclusion; and
	(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 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 pictures or words;	(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) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete complex sentences with subject-verb agreement;	(i) complete simple, compound, and complex sentences with subject-verb agreement;	(i) complete simple, compound, and complex sentences;	(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;	(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(ii) verbs;	(ii) past and present verbs;	(ii) past, present, and future verbs;	(ii) past, present, and future verbs;	(ii) irregular verbs;	(ii) irregular verbs;	(ii) consistent verb tenses;	(ii) consistent verb tenses;	(ii) consistent verb tenses;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;
(iii) singular and plural nouns including articles;	(iii) singular, plural, common, and 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;				(ii) subject verb agreement	(iii) subject-verb agreement
(iv) descriptive adjectives;	(iv) descriptive adjectives;	(iv) descriptive adjectives and articles;	(iv) descriptive and limiting adjectives, including articles;	(iv) descriptive adjectives, including their comparative and superlative forms;	(iv) descriptive adjectives, including those indicating origin and their comparative and superlative and forms;					
	(v) adverbs that convey time;	(v) adverbs that convey time;	(v) adverbs that convey time and manner;	(v) adverbs that convey frequency and intensity;	(v) adverbs that convey frequency and intensity;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;		
	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;		
(v) pronouns;	(vii) pronouns;	(vii) pronouns;	(vii) possessive pronouns;	(vii) reflexive pronouns;	(vii) indefinite pronouns;	(v) indefinite pronouns;	(v) relative pronouns;	(v) relative pronouns;	(iv) pronoun - antecedent agreement;	(iv) pronoun-antecedent agreement;
									(v) apostrophes to show possession;	(v) apostrophes to show possession;
									(vi) accurate usage of homonyms;	(vi) accurate usage of homonyms;
			(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) correlative conjunctions;	(vi) subordinating conjunctions to form complex sentences;	(vi) subordinating conjunctions such as since, while, and until to form complex sentences;	(vi) subordinating conjunctions to form complex sentences;		
(vi) capitalization of the first letter in a sentence and a name; and	(viii) capitalization for the beginning of sentences ; and	(viii) 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	(ix) capitalization for initials, acronyms, and organizations;	(vii) capitalization of proper nouns including abbreviations, initials, acronyms, and organizations;	(vii) correct capitalization;	(vii) correct capitalization; and	(vii) correct capitalization;	(iv) correct capitalization;
(vii) punctuation marks at the end of declarative sentences;	(ix) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences;	(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; and	(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	(viii) commas in compound sentences and after transitions, introductory words and phrases;	(viii) commas in compound and complex sentences and after transitions, introductory words, and phrases;	(viii) commas in nonrestrictive phrases and clauses;	(viii) commas to set off infinitive and participle phrases;	(viii) commas to set off infinitive and participle phrases;
							(ix) semicolons when appropriate;	(ix) semicolons, colons, and parentheses when appropriate;	(ix) semi-colons to indicate a relationship between closely related independent clauses;	(ix) semi-colons to indicate a relationship between closely related independent clauses;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
					(xi) proper mechanics, including italics and underlining for titles and emphasis; and quotation marks for titles; and	(ix) correct punctuation of dialogue;	(vi) correct punctuation of dialogue and citation(s); and	(x) correct punctuation of dialogue and citation(s); and	(x) dashes, colons, parentheses, brackets, and ellipses; and	(x) dashes, colons, parentheses, brackets, and ellipses; and
						(x) proper mechanics for referencing titles of books; and				
						(xi) correct spelling, including commonly confused terms; and	(viii) correct spelling; and	(viii) correct spelling; and	(xi) correct spelling, including abbreviations;	(xi) correct spelling, including abbreviations;
									(E) use sentence-combining techniques to create a variety of sentence structures and lengths;	(E) use sentence-combining techniques to create a variety of sentence structures and lengths;
									(F) develop voice; and	(F) develop voice; and
(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.	(G) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.

Composition: Listening, Speaking, Reading and Writing using Multiple Texts [Genres]. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(11)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)
(A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts including personal narratives and poetry;	(A) compose literary texts such as personal narratives and poetry;	(A) compose literary texts such as personal narratives, fiction, and poetry;	(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;	(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;	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;
(B) dictate or compose informational texts.	(B) dictate or compose informational texts, including procedural; and	(B) compose informational texts, procedural and reports; and	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;	(B) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;	(B) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;	(B) compose informational texts such as personal or informative essays;	(B) compose informational texts such as personal or informative essays ;
			(C) compose argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts; and	(C) compose multi-paragraph argumentative texts; and	(C) compose multi-paragraph argumentative texts; and	(C) compose argumentative texts; and	(C) compose argumentative texts; and

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
	(C) dictate or compose correspondence.	(C) compose correspondence.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.

DRAFT

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 128.2 (12)	Grade 1 128.3 (13)	Grade 2 128.4 (13)	Grade 3 128.5 (13)	Grade 4 128.6 (13)	Grade 5 128.7 (13)	Grade 6 128.21 (13)	ELLA Grade 7 128.22 (13)	ELLA Grade 8 128.23 (13)	ESOL I 128.34 (13)	ESOL II 128.35 (13)
(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) develop student-selected questions for formal and informal inquiry;	(A) develop student-selected questions for formal and informal inquiry;
			(B) develop and follow a research plan with teacher support;	(B) develop and follow a research plan with teacher support;	(B) develop and follow a research plan with teacher support;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) critique the research process at each step to implement changes as the need occurs and is identified;	(B) critique the research process at each step to implement changes as the need occurs and is identified;
						(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;
(B) gather information from a variety of sources with adult assistance;	(B) identify and gather relevant sources and information to answer the questions with adult assistance;	(B) identify and gather relevant sources and information to answer the questions;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(E) locate relevant sources;	(E) locate relevant sources;
(C) demonstrate understanding of information gathered with adult assistance; and	(C) demonstrate understanding of information gathered with adult assistance; and	(C) identify primary and secondary sources; and	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;		
			(E) recognize the difference between paraphrasing and plagiarism when using source materials;	(E) recognize the difference between paraphrasing and plagiarism when using source materials;	(E) differentiate between paraphrasing and plagiarism when using source materials;					
						(F) examine sources for: (i) reliability;	(F) examine sources for: (i) reliability;	(F) examine sources for: (i) reliability;	(F) examine sources for: (i) validity, reliability, and accuracy;	(F) examine sources for: (i) validity, reliability, and accuracy;
						(ii) bias; and	(ii) bias; and	(ii) bias, including omission; and	(ii) bias including omission; and	(ii) bias including omission; and
						(iii) faulty reasoning, such as hyperbole, emotional appeals, and stereotype;	(iii) faulty reasoning, such as hyperbole, emotional appeals, and stereotype;	(iii) faulty reasoning, such as bandwagon appeals, repetition, and loaded language;	(iii) faulty reasoning such as ad hominem, loaded language, and slippery slope;	(iii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
						(G) synthesize information from a variety of sources;	(G) synthesize information from a variety of sources;	(G) synthesize information from a variety of sources;	(G) synthesize information;	(G) synthesize information;
			(F) create a work cited page; and	(F) develop a bibliography; and	(F) develop a bibliography; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and
							(I) incorporate digital technology when appropriate; and	(I) incorporate digital technology when appropriate; and	(I) incorporate digital technology when appropriate; and	(I) incorporate digital technology when appropriate; and
(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.