

<i>Proclamation 2019</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>110.7. English Language Arts and Reading, Grade 5</b>
<b>Publisher</b>	
<b>Program Title</b>	
<b>Program ISBN</b>	
<b>(a) Introduction.</b>	
<p>(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>	

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(b) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments</p>	<p>(i) listen actively to interpret verbal messages</p>

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(ii) listen actively to interpret non-verbal messages
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iii) ask relevant questions
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iv) make pertinent comments
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that include multiple action steps	(i) follow oral instructions that include multiple action steps

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that include multiple action steps	(ii) restate oral instructions that include multiple action steps
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that include multiple action steps	(iii) give oral instructions that include multiple action steps
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(i) give an organized presentation employing eye contact to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation employing speaking rate to communicate ideas effectively

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iii) give an organized presentation employing volume to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation employing enunciation to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(v) give an organized presentation employing natural gestures to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(vi) give an organized presentation employing conventions of language to communicate ideas effectively

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	<p>(D) work collaboratively with others to develop a plan of shared responsibilities</p>	<p>(i) work collaboratively with others to develop a plan of shared responsibilities</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(i) demonstrate phonetic knowledge by decoding words with consonant changes, including /t/ to /sh/</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(ii) demonstrate phonetic knowledge by decoding words with consonant changes, including /k/ to /sh/</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(iii) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(iv) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(v) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(vi) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(vii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(ix) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(x) demonstrate phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xiii) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xiv) demonstrate phonetic knowledge by reading high-frequency words from a research-based list</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xv) apply phonetic knowledge by decoding words with consonant changes, including /t/ to /sh/</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xvi) apply phonetic knowledge by decoding words with consonant changes, including /k/ to /sh/</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xvii) apply phonetic knowledge by decoding multisyllabic words with closed syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xviii) apply phonetic knowledge by decoding multisyllabic words with open syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xix) apply phonetic knowledge by decoding multisyllabic words with VCe syllable</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xx) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxi) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxii) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxiv) apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxv) apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes on base words</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxvi) apply phonetic knowledge by decoding words using advanced knowledge of the influence of suffixes on base words</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxvii) apply phonetic knowledge by identifying high-frequency words from a research-based list</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) decoding words using advanced knowledge of syllable division patterns;</li> <li>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</li> <li>(v) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxviii) apply phonetic knowledge by reading high-frequency words from a research-based list</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(i) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(iii) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(iv) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(vi) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(vii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(ix) demonstrate spelling knowledge by spelling words with consonant changes including /k/ to /sh/</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(x) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xi) demonstrate spelling knowledge by spelling words using advanced knowledge of syllable division patterns</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xii) demonstrate spelling knowledge by spelling words using knowledge of prefixes</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xiv) apply spelling knowledge by spelling multisyllabic words with closed syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xv) apply spelling knowledge by spelling multisyllabic words with open syllables</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xvi) apply spelling knowledge by spelling multisyllabic words with VCe syllables</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xvii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xviii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xix) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xx) apply spelling knowledge by spelling multisyllabic words with final stable syllables</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xxi) apply spelling knowledge by spelling words with consonant changes, including /t/ to /sh/</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xxii) apply spelling knowledge by spelling words with consonant changes including /k/ to /sh/</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xxiii) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xxiv) apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xxv) apply spelling knowledge by spelling words using knowledge of prefixes</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</li> <li>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(iv) spelling words using advanced knowledge of syllable division patterns;</li> <li>(v) spelling words using knowledge of prefixes; and</li> <li>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</li> </ul>	<p>(xxvi) apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --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:</p>	<p>(C) write legibly in cursive</p>	<p>(i) write legibly in cursive</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(i) use print or digital resources to determine meaning
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(ii) use print or digital resources to determine syllabication
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iii) use print or digital resources to determine pronunciation
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iv) use print or digital resources to determine word origin
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	(i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	(ii) use context beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(i) identify the meaning of words with affixes
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(ii) identify the meaning of words with roots
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(iii) use words with affixes
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(iv) use words with roots

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of adages and puns	(i) identify adages
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of adages and puns	(ii) identify puns
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of adages and puns	(iii) use adages
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of adages and puns	(iv) use puns
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify, use, and explain the meaning of adages and puns	(v) explain the meaning of adages

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(D) identify, use, and explain the meaning of adages and puns</p>	<p>(vi) explain the meaning of puns</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>	<p>(i) use appropriate fluency (rate) when reading grade-level text</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>	<p>(ii) use appropriate fluency (accuracy) when reading grade-level text</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>	<p>(iii) use appropriate fluency (prosody) when reading grade-level text</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(i) self-select text</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(ii) read independently for a sustained period of time</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(A) establish purpose for reading assigned and self-selected texts</p>	<p>(i) establish purpose for reading assigned texts</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(A) establish purpose for reading assigned and self-selected texts</p>	<p>(ii) establish purpose for reading self-selected texts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(i) generate questions about text before reading to deepen understanding</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(ii) generate questions about text before reading to gain information</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iii) generate questions about text during reading to deepen understanding</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iv) generate questions about text during reading to gain information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(v) generate questions about text after reading to deepen understanding</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(vi) generate questions about text after reading to gain information</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(i) make predictions using text features</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(ii) make predictions using characteristics of genre</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(iii) make predictions using structures</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(iv) correct or confirm predictions using text features</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(v) correct or confirm predictions using characteristics of genre</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(vi) correct or confirm predictions using structures</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(D) create mental images to deepen understanding</p>	<p>(i) create mental images to deepen understanding</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(i) make connections to personal experiences</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(ii) make connections to ideas in other texts</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(iii) make connections to society</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(i) make inferences</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(ii) use evidence to support understanding</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(G) evaluate details read to determine key ideas</p>	<p>(i) evaluate details read to determine key ideas</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(H) synthesize information to create new understanding</p>	<p>(i) synthesize information to create new understanding</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p>	<p>(i) monitor comprehension</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p>	<p>(ii) make adjustments when understanding breaks down</p>
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(A) describe personal connections to a variety of sources, including self-selected texts</p>	<p>(i) describe personal connections to a variety of sources, including self-selected texts</p>
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p>	<p>(i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	(i) retell, paraphrase, or summarize texts in ways that maintain meaning
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	(ii) retell, paraphrase, or summarize texts in ways that maintain logical order
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways

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<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(F) respond using newly acquired vocabulary as appropriate</p>	<p>(i) respond using newly acquired vocabulary as appropriate</p>
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(G) discuss specific ideas in the text that are important to the meaning</p>	<p>(i) discuss specific ideas in the text that are important to the meaning</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(A) infer multiple themes within a text using text evidence</p>	<p>(i) infer multiple themes within a text using text evidence</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(B) analyze the relationships of and conflicts among the characters</p>	<p>(i) analyze the relationships of the characters</p>

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<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(B) analyze the relationships of and conflicts among the characters</p>	<p>(ii) analyze the conflicts among the characters</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution</p>	<p>(i) analyze plot elements, including rising action</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution</p>	<p>(ii) analyze plot elements, including climax</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution</p>	<p>(iii) analyze plot elements, including falling action</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution</p>	<p>(iv) analyze plot elements, including resolution</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot</p>	<p>(i) analyze the influence of the setting, including historical settings, on the plot</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking 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:</p>	<p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot</p>	<p>(ii) analyze the influence of the setting, including cultural settings, on the plot</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales</p>	<p>(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</p>	<p>(i) explain the use of sound devices across a variety of poetic forms</p>

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</p>	<p>(ii) explain the use of figurative language across a variety of poetic forms</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</p>	<p>(iii) distinguish between the poet and the speaker in poems across a variety of poetic forms</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions</p>	<p>(i) explain structure in drama</p>

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <p><input type="checkbox"/></p>	<p>(i) recognize characteristics of informational text, including the central idea with supporting evidence</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <p><input type="checkbox"/></p>	<p>(ii) recognize characteristics of informational text, including features to support understanding</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <p><input type="checkbox"/></p>	<p>(iii) recognize characteristics of informational text, including organizational patterns</p>

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <p><input type="checkbox"/></p>	<p>(iv) recognize structures of informational text, including the central idea with supporting evidence</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <p><input type="checkbox"/></p>	<p>(v) recognize structures of informational text, including features to support understanding</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(ii) features such as insets, timelines, and sidebars to support understanding; and</li> <li>(iii) organizational patterns such as logical order and order of importance</li> </ul> <p><input type="checkbox"/></p>	<p>(vi) recognize structures of informational text, including organizational patterns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul> <input type="checkbox"/>	<p>(i) recognize characteristics of argumentative text by identifying the claim</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul> <input type="checkbox"/>	<p>(ii) recognize characteristics of argumentative text by explaining how the author has used facts for or against an argument</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul> <input type="checkbox"/>	<p>(iii) recognize characteristics of argumentative text by identifying the intended audience or reader</p>

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul> <input type="checkbox"/>	<p>(iv) recognize structures of argumentative text by identifying the claim</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul> <input type="checkbox"/>	<p>(v) recognize structures of argumentative text by explaining how the author has used facts for or against an argument</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author has used facts for or against an argument; and</li> <li>(iii) identifying the intended audience or reader</li> </ul> <input type="checkbox"/>	<p>(vi) recognize structures of argumentative text by identifying the intended audience or reader</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(F) recognize characteristics of multimodal and digital texts</p>	<p>(i) recognize characteristics of multimodal texts</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking 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 is expected to:</p>	<p>(F) recognize characteristics of multimodal and digital texts</p>	<p>(ii) recognize characteristics of digital texts</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(i) explain the author's purpose within a text</p>

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<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze how the use of text structure contributes to the author's purpose</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) analyze the author's use of print features to achieve specific purposes</p>

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<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(ii) analyze the author's use of graphic features to achieve specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(i) describe how the author's use of imagery achieves specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(ii) describe how the author's use of literal language achieves specific purposes</p>

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<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(iii) describe how the author's use of figurative language achieves specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>(iv) describe how the author's use of sound devices achieves specific purposes</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(E) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>(i) identify the use of literary devices, including first- or third-person point of view</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(E) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>(ii) understand the use of literary devices, including first- or third-person point of view</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(F) examine how the author's use of language contributes to voice</p>	<p>(i) examine how the author's use of language contributes to voice</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>(i) explain the purpose of hyperbole</p>

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<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>(ii) explain the purpose of stereotyping</p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p>	<p>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>(iii) explain the purpose of anecdote</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(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</p>	<p>(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>□</p>	<p>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>□</p>	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure including transitions</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>□</p>	<p>(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>□</p>	<p>(iv) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>□</p>	<p>(v) develop drafts into a focused piece of writing by developing an engaging idea with reflecting depth of thought with specific details</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>□</p>	<p>(vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xv) edit drafts using standard English conventions, including prepositional phrases</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xvi) edit drafts using standard English conventions, including [the] influence [of prepositional phrases] on subject-verb agreement</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xvii) edit drafts using standard English conventions, including pronouns, including indefinite</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xviii) edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xix) edit drafts using standard English conventions, including capitalization of abbreviations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xx) edit drafts using standard English conventions, including capitalization of initials</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxi) edit drafts using standard English conventions, including capitalization of acronyms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxii) edit drafts using standard English conventions, including capitalization of organizations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxiii) edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxiv) edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxv) edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxvi) edit drafts using standard English conventions, including punctuation marks, including italics for titles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxvii) edit drafts using standard English conventions, including punctuation marks, including italics for emphasis</p>

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<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxviii) edit drafts using standard English conventions, including punctuation marks, including underlining for titles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxix) edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxx) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxxii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) collective nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) conjunctive adverbs;</li> <li>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(vii) pronouns, including indefinite;</li> <li>(viii) subordinating conjunctions to form complex sentences;</li> <li>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</li> <li>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</li> <li>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> <p>□</p>	<p>(xxxii) edit drafts using standard English conventions, including correct spelling of high-frequency words</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(E) publish written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(i) compose literary texts using genre characteristics</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(ii) compose literary texts using craft</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p>	<p>(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p>	<p>(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p>	<p>(iii) compose informational texts, including brief compositions that convey information about a topic, using craft</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</p>	<p>(i) compose argumentative texts, including opinion essays, using genre characteristics</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</p>	<p>(ii) compose argumentative texts, including opinion essays, using craft</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(D) compose correspondence that requests information</p>	<p>(i) compose correspondence that requests information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(A) generate and clarify questions on a topic for formal and informal inquiry	(i) generate questions on a topic for formal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(A) generate and clarify questions on a topic for formal and informal inquiry	(ii) generate questions on a topic for informal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(A) generate and clarify questions on a topic for formal and informal inquiry	(iii) clarify questions on a topic for formal inquiry
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(A) generate and clarify questions on a topic for formal and informal inquiry	(iv) clarify questions on a topic for informal inquiry

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:</p>	<p>(B) develop and follow a research plan with adult assistance</p>	<p>(i) develop a research plan with adult assistance</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:</p>	<p>(B) develop and follow a research plan with adult assistance</p>	<p>(ii) follow a research plan with adult assistance</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) identify and gather relevant information from a variety of sources</p>	<p>(i) identify relevant information from a variety of sources</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:</p>	<p>(C) identify and gather relevant information from a variety of sources</p>	<p>(ii) gather relevant information from a variety of sources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(D) understand credibility of primary and secondary sources	(i) understand credibility of primary sources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(D) understand credibility of primary and secondary sources	(ii) understand credibility of secondary sources
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(E) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered
(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:	(F) differentiate between paraphrasing and plagiarism when using source materials	(i) differentiate between paraphrasing and plagiarism when using source materials

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:</p>	<p>(G) develop a bibliography</p>	<p>(i) develop a bibliography</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking 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:</p>	<p>(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>	<p>(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>