

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

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
			(vii) use language to clarify, explain, and argue to communicate and build ideas;	(vi) use language to clarify, explain, and argue, to communicate and build ideas;	(vii) use oral language to inform, to persuade, and to entertain;	express opinions				
									(v) conduct an interview, including social, informative, and literary;	(v) conduct an interview, including social, informative, and literary;
					(v) provide others with constructive praise and feedback;				(vii) listen and respond to critique from peers after an oral presentation;	(vii) listen and respond to critique from peers after an oral presentation;

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

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

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
(iv) spelling words with common patterns such as CV, CVC, VCV, and CVCV.	(iv) decoding three to four-syllable words;	(iv) spelling multi-syllabic words;	(iv) using accents on words commonly used in questions and exclamations;	(iv) differentiating meaning of a word based on the diacritical accent;	(iv) decoding and encoding words with the stress on the syllable before the antepenultimate syllable 'palabras-sobresdrújulas' with a prosodic or orthographic accent;	(iv) decoding and encoding words containing hiatus and diphthongs.				
	(v) decoding contractions such as -al, del;	(v) spelling consonant blends and digraphs; and	(v) using words that have a prosodic or orthographic accent, including palabras, agudas, y graves;	(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;	(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and					
	(vi) decoding consonant blends;	(vi) spelling diphthongs and hiatus.	(vi) differentiating the meaning or function of a word based on the diacritical accent such as se/sé, el/él, mas/más;	(vi) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;	(vi) using spelling patterns and rules, print and electronic resources to determine and check correct spelling;					
	(vii) decode syllables in spoken words, including diphthongs and hiatus such as le-er, rí-o, quie-ro, na-die, ra-dio, sa-po;		(vii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses;	(vii) using spelling patterns and rules, print and electronic resources to determine correct spelling; and						
	(viii) spelling consonant digraphs /ch/, /rr/, /ll/;		(viii) decoding and encoding words with silent "h"; and words that use the syllables que-, qui-, gue-, gui, and güe-, güi-;	(viii) encoding common homophones;						
	(ix) spelling contractions such as -al, del;		(ix) developing automatic recognition, monitoring accuracy, and encoding words that have the same sounds represented by different letters, including "r" and "rr," "ll" and "y,;" "g" and "j,;" "c," "k," and "q,;" "c," "s," and "z,;" "j" and "x,;" "i" and "y,;"							
	(x) spelling consonant blends;		(x) encoding words that use soft and hard /r/;							

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

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

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

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

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
			(F) distinguish between homographs and homophones.	(F) use homographs and homophones; and	(F) differentiate between commonly confused terms such as porque, porqué, por qué, por que; asimismo (adverbio), así mismo (de la misma manera); sino, si no; también, tan bien; and		(F) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly.	(F) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly.	(F) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly.	(F) use multiple-meaning words, homographs, homophones and commonly-confused terms correctly.
				(G) identifying the meaning of idioms; and	(G) identify and explain the meaning of idioms and adages.					
			(G) identify and use language playfully, including palindromes and <del>trabalenguas</del> tongue twisters; and							
			(H) identify and generate verses with at least two rhyming pairs.							
				(H) apply appropriate language for a situation using Spanish language conventions.						

**(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to:**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA Grade 7	ELLA Grade 8	ESOL I	ESOL II
	(A) use the appropriate rate, accuracy, and prosody when reading grade level text.			(A) use appropriate rate, accuracy, and prosody when reading grade level text.	(A) use appropriate rate, accuracy, and prosody when reading grade level text.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text.	(A) adjust fluency when reading grade-level text based on the reading purpose and use appropriate rate, accuracy, and prosody when reading grade level text.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose.



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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) describe the personal and emotional connections to a variety of sources;	(A) describe the personal and emotional connections to a variety of sources;	(A) describe the personal and emotional connections to a variety of sources;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;	(A) describe the personal and emotional connections to a variety of sources including self-selected texts;
(B) provide an oral or pictorial response to a text;	(B) write brief comments on literary or informational texts;	(B) write brief comments on literary or informational texts;	(B) write responses to literary or informational texts that demonstrate an understanding of a text;	(B) write a response to compare and contrast ideas across a variety of sources;	(B) write a response to compare and contrast ideas across a variety of sources;	(B) write a response with accurate text evidence to compare sources within and across genres;	(B) write a response with accurate text evidence to compare sources within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;	(B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;
(C) retell texts in ways that maintain meaning;	(C) retell texts in ways that maintain meaning;	(C) retell and paraphrase texts in ways that maintain meaning and logical order;	(C) retell and paraphrase texts in ways that maintain meaning and logical order;	(C) retell, paraphrase or summarize texts in ways that maintain meaning and logical order;	(C) retell, paraphrase or summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;	(C) paraphrase and summarize texts in ways that maintain meaning and logical order;
(D) interact with sources in meaningful ways such as illustrating or writing; and	(D) interact with sources in meaningful ways such as illustrating or writing; and	(D) interact with sources in meaningful ways such as illustrating or writing; and	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(D) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(E) respond using newly acquired vocabulary as appropriate	(E) respond using newly acquired vocabulary as appropriate.	(E) respond using newly acquired vocabulary as appropriate.	(E) respond using newly acquired vocabulary as appropriate; and	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired vocabulary as appropriate;	(E) respond using newly acquired content and academic vocabulary as appropriate;	(E) respond using newly acquired content and academic vocabulary as appropriate;	(E) respond using newly acquired content and academic vocabulary as appropriate;	(E) respond using newly acquired content and academic vocabulary as appropriate;
			(F) discuss specific ideas in the text that are important to the meaning.	(F) discuss specific ideas in the text that are important to the meaning; and	(F) discuss specific ideas in the text that are important to the meaning; and	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;	(F) discuss and write about the explicit or implicit meanings of text;
						(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone and voice; and
						(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.
								(J) defend or challenge authors' claims using relevant text evidence.	(J) defend or challenge authors' claims using relevant text evidence.	(J) defend or challenge authors' claims using relevant text evidence.	(J) defend or challenge authors' claims using relevant text evidence.	(J) defend or challenge authors' claims using relevant text evidence.

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

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

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

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

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.	(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics and structures of persuasive text by identifying the claim and facts or opinions that support the thesis; and	(E) recognize characteristics and structures of persuasive text by identifying the claim and facts or opinions that support the thesis; and	(E) recognize characteristics and structures of persuasive text by identifying the claim and explaining how the author has used facts for or against an argument; and	(E) recognize characteristics and structures of persuasive text including:	(E) recognize characteristics and structures of argumentative text including:	(E) recognize characteristics and structures of argumentative text including:	(E) describe characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) develop criteria to evaluate characteristics and structural elements of argumentative texts such as:
						(i) identifying the claim the author presents in the thesis; and	(i) identifying the claim the author presents in the thesis; and	(i) analyzing the argument by identifying the claim the author presents in the thesis; and	(i) clear arguable thesis, appeals, and convincing conclusion; and	(i) clear arguable thesis, appeals, and convincing conclusion; and	(i) clear arguable thesis, appeals, and convincing conclusion; and	(i) clear arguable thesis, appeals, and convincing conclusion; and
						(ii) explaining how the author uses relevant evidence and consideration of alternatives to support the argument.	(ii) analyzing the evidence presented and explaining how the author anticipates and answers readers' concerns.	(ii) explaining how the author anticipates and answers readers' counter-arguments.	(ii) counter arguments, concessions, and call to action.	(ii) counter arguments, concessions, and call to action.	(ii) counter arguments, concessions, call to action, and opposing viewpoints.	(ii) counter arguments, concessions, call to action, and opposing viewpoints.

DRAFT

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) listen to and experience the author's use of repetition within literary texts; and	(A) listen to and experience the author's use of repetition within literary texts; and	(A) identify the use of literal and figurative language; and	(A) identify sound devices such as rhyme and onomatopoeia; and literal and figurative language such as simile and metaphor;	(A) describe sound devices such as alliteration and assonance, and other forms of figurative language;	(A) describe and literal and figurative language such as personification and imagery;	(A) explain the purpose of literal and figurative language including metaphor, simile, personification, and imagery;	(A) explain the purpose of literal and figurative language including metaphor, simile, personification, and imagery;	(A) explain the purpose of literal and figurative language including imagery and symbolism;	(A) analyze the purpose of literary devices including extended metaphor, symbolism, imagery, irony and oxymoron;	(A) analyze the purpose and meaning of literary devices including sarcasm, literary and mythological allusions, and motif;	(A) identify and analyze paradox, satire, and allegory; and	(A) develop criteria to evaluate paradox, satire, and allegory;
(B) listen to and experience first and third person text.	(B) listen to and experience first and third person text.	(B) identify the use of first or third person in a text.	(B) identify the use of literary devices including first or third person point of view; and	(B) identify and understand the use of literary devices including first or third person point of view; and	(B) identify and understand the use of literary devices including first or third person point of view; and	(B) identify the use of literary devices including omniscient and limited point of view to achieve a specific purpose; and	(B) identify the use of literary devices including subjective and objective point of view; and	(B) identify and analyze the use of literary devices including multiple points of view and irony; and				
						(C) identify and describe the mood of a text; and	(C) identify and describe the mood of a text; and	(C) identify how the author’s language contributes to the mood and tone of a text; and	(C) identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and	(C) identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and	(C) analyze and interpret how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and  denotation connotation amplification, juxtaposition	(C) analyze and evaluate how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and
				(D) identify the purpose of exaggeration.	(D) identify the purpose of exaggeration.	(D) identify the purpose of hyperbole.	(D) discuss the use of rhetorical devices, including loaded language.	(D) discuss the use of rhetorical devices including rhetorical questions and loaded language.	(D) identify and analyze the use of rhetorical devices including allusion, repetition, appeals, and rhetorical questions.	(D) identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts.	(D) identify and analyze the use of rhetorical devices including analogy, antithesis, and shifts.	(D) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.

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

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

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

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

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

DRAFT

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

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

Strand 8

English Language Arts and Reading

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

DRAFT