

Draft Recommendations Side by Side—English Language Arts and Reading, Grade 7

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time.</p> <p>(C) adjusting fluency when reading grade-level text based on the reading purpose; and</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</p> <p>(C) complete analogies that describe part to whole or whole to part;</p> <p>(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i>, <i>e pluribus unum</i>, <i>bona fide</i>, <i>nemesis</i>); and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary to:</p> <p>(i) use a variety of resources print, digital and web-based to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context.</p> <p>(ii) use the context and structure to determine or clarify the meaning of unfamiliar or multiple meaning words; and</p> <p>(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: omni, log/logue, gen, vid/vis, phil, luc, and sens/sent;</p>
<p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) describe multiple themes in a work of fiction;</p> <p>(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and</p> <p>(C) analyze how place and time influence the theme or message of a literary work.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p>

	<p>(A) recognize characteristics and structures of literary texts including:</p> <p>(iv) interpret complex themes in which there are multiple perspectives</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.</p>
<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p> <p>(E) analyze how the form (including) contributes to the meaning of a poem;</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.</p>
<p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(v) analyzing how a playwright develops plot through the use of dialogue and stage directions.</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction,</p>

	<p>biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.</p>
<p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) explain the influence of the setting on plot development;</p> <p>(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and</p> <p>(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p> <p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) summarizing complex plots with one or more subplots</p> <p>(ii) explain the influences of settings in character and plot development in works with one or more subjects;</p> <p>(iii) analyze the development of plot through the internal and internal responses of characters including their relationships and conflicts</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(F) identify and analyze the use of literary devices including subjective and objective point of view and foreshadowing to achieve a specific purpose;</p>
<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes</p>

	<p>within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i) explaining how the text is designed to organize and convey ideas</p> <p>(ii) analyzing how multiple organizational structures develop the main ideas and the author's viewpoint</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.</p>
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(D) explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;</p> <p>(E) identify and analyze how an author's use of language contributes to the mood, style and tone of a text;</p>
<p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p>

	<p>(A) recognize characteristics and structures of literary texts including:</p> <p>(iv) interpret complex themes in which there are multiple perspectives;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the author's purpose and message within texts;</p> <p>(B) identify and explain how a text structure contributes to an author's purpose;</p>
<p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;</p> <p>(B) distinguish factual claims from commonplace assertions and opinions;</p> <p>(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and</p> <p>(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order and</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i) explaining how the text is designed to organize and convey ideas</p> <p>(ii) analyzing how multiple organizational structures develop the main ideas and the author's viewpoint</p> <p>(D) analyze and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes</p>

<p>(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</p>	<p>within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including</p> <p>(i) analyzing the argument by identifying the claim the author presents in the thesis, and explain how the author anticipates and answers readers concerns and counter-arguments, and analyze the evidence presented</p>
<p>(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and</p> <p>(B) explain the function of the graphical components of a text.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) explaining how the text is designed to organize and convey ideas; and</p> <p>(ii) analyzing how multiple organizational structures develop the main ideas and the author's viewpoint;</p> <p>(D) analyze and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) interpret both explicit and implicit messages in various forms of media;</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p>(C) evaluate various ways media influences and informs audiences; and</p> <p>(D) assess the correct level of formality and tone for successful participation in various digital media.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. 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:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) analyzing the argument by identifying the claim the author presents in the thesis, and explain how the author anticipates and answers readers concerns and counter-arguments, and analyze the evidence presented;</p> <p>(D) analyze and construct multimodal texts and digital literacies for a variety of purposes;</p>
<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively</p>

<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, and interviews,;</p> <p>(B) develop drafts by choosing an effective organizational strategy such as sequence of events, cause-effect, and compare-contrast and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts for independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by</p> <p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance</p> <p>(ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs</p> <p>(iv) constructing a variety of sentence structures and lengths</p> <p>(v) using author's craft to develop voice</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) reflect on and adjust responses when valid evidence is presented.</p> <p>(H) respond to ideas and feedback about personal and academic writing; and</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice.</p>
<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <p>(i) sustains reader interest;</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author's craft including personal narratives, fiction and poetry</p>

<p>(ii) includes well-paced action and an engaging story line;</p> <p>(iii) creates a specific, believable setting through the use of sensory details;</p> <p>(iv) develops interesting characters; and</p> <p>(v) uses a range of literary strategies and devices to enhance the style and tone; and</p> <p>(B) write a poem using:</p> <p>(i) poetic techniques (e.g., rhyme scheme, meter);</p> <p>(ii) figurative language (e.g., personification, idioms, hyperbole); and</p> <p>(iii) graphic elements (e.g., word position).</p>	
<p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author's craft including personal narratives, fiction and poetry</p>
<p>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <p>(i) presents effective introductions and concluding paragraphs;</p> <p>(ii) contains a clearly stated purpose or controlling idea;</p> <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p>(iv) accurately synthesizes ideas from several sources; and</p> <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p> <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> <p>(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(H) compose informational texts using genre characteristics and author's craft including essays</p> <p>(J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>

<p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>	
<p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p> <p>(A) establishes a clear thesis or position;</p> <p>(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</p> <p>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice.</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(I) compose argumentative texts using genre characteristics and author's craft</p>
<p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (perfect and progressive tenses) and participles;</p> <p>(ii) appositive phrases;</p> <p>(iii) adverbial and adjectival phrases and clauses;</p> <p>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);</p> <p>(v) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(vi) relative pronouns (e.g., whose, that, which);</p> <p>(vii) subordinating conjunctions (e.g., because, since); and</p> <p>(viii) transitions for sentence to sentence or paragraph to paragraph coherence;</p> <p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p> <p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(i) use sentence combining techniques to write with variety; and</p> <p>(iv) parallel structure</p> <p>(v) consistent verb tenses</p> <p>(vi) subject-verb agreement</p> <p>(vii) use prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(viii) use pronouns for clarity</p> <p>(ix) use subordinating conjunctions such as because and since;</p>

<p>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p> <p>(B) recognize and use punctuation marks including:</p> <p>(i) commas after introductory words, phrases, and clauses; and</p> <p>(ii) semicolons, colons, and hyphens.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(ii) commas in appositive phrases, after transitions, and introductory words, phrases, and clauses;</p> <p>(x) quotation marks including for dialogue and citation; and</p> <p>(iii) semicolons and colons, when appropriate; and</p> <p>(xii) use conventions of capitalization for proper nouns appropriately including abbreviations, initials, acronyms, and organizations;</p>
<p>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(xiii) spell correctly, including using various resources to determine and check correct spellings.</p>
<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(A) generate student selected and teacher guided questions for formal and informal inquiry</p> <p>(B) develop a plan</p>
<p>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p> <p>(B) categorize information thematically in order to see the larger constructs inherent in the information;</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(C) gather and synthesize information from a variety of sources</p> <p>(D) determine credibility of primary and secondary sources</p>

<p>(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</p> <p>(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	
<p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and</p> <p>(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.</p>	
<p>(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</p> <p>(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p> <p>(C) presents the findings in a meaningful format; and</p> <p>(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) develop oral language through listening and speaking by:</p> <p>(i) giving an organized presentation with a specific point of view</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice.</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(E) demonstrate understanding using appropriate mode of delivery</p> <p>(i) display academic citations</p> <p>(ii) use source materials ethically</p> <p>(F) incorporate digital technology, when appropriate</p>
<p>(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found</p>

<p>(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</p> <p>(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</p>	<p>in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) develop oral language through listening and speaking by:</p> <p>(ii) developing strategies to support active listening; and</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively to interpret by asking clarifying questions that build on other's ideas;</p>
<p>(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.</p>	
<p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) work productively with others to analyze a problem to be solved and develop a plan with clear goals and deadlines using multiple strategies to solve the problem; and</p> <p>(C) engage in meaningful inquiry and dialogue and provide and accept constructive feedback from others.</p>
<p>Figure 19</p>	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements, structure ;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, ideas in other texts, and to the larger community to activate prior knowledge;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(F) prioritize information read to determine what is most important;</p>

<p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(G) synthesize information to create a new understanding;</p> <p>(H) establish purpose for reading assigned and self-selected text; and</p> <p>(I) monitor comprehension, and make connections and adjustments when understanding breaks down;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to</p> <p>(B) interpret ideas from a variety of sources and provide relevant text evidence; and</p> <p>(C) express and write about the implicit and explicit meanings of text;</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order and</p>
	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) develop oral language through listening and speaking by:</p> <p>(iii) adjusting content of interview questions based on new information and answers</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(D) use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways.</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) evaluate the effectiveness of collaboration.</p>
	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p>

	(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including (xi) differentiate between commonly confused terms such as its, it's, affect, effect; and
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