(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

[The committee wants the committees to consider taking out of the word "Presentation" from the title of the strand 7.]

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) plan by generating	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a first draft by	(A) plan a piece of	(A) plan a piece of	(A) plan a piece of	(A) plan a piece of
ideas for writing	generating ideas for	generating ideas for	selecting a genre for a	selecting a genre for a	selecting a genre for a	selecting a genre	selecting a genre	selecting a genre	writing appropriate for	writing appropriate for	writing appropriate for	writing appropriate for
through class	writing such as drawing	writing such as drawing	particular topic,	particular topic,	particular topic,	appropriate for	appropriate for	appropriate for	various purposes and	various purposes and	various purposes and	various purposes and
discussion;	and brainstorming;	and brainstorming;	purpose, and audience	purpose, and audience	purpose, and audience	conveying the intended	conveying the intended	conveying the intended	audiences by generating	audiences by generating	audiences by generating	audiences by generating
(B) develop drafts in	(B) develop drafts in	(B) develop drafts of	using a range of strategies such as	using a range of strategies such as	using a range of strategies such as	meaning to an audience, determining appropriate	meaning to an audience, determining appropriate	meaning to an audience, determining appropriate	ideas through a range of strategies such as	ideas through a range of strategies such as	ideas through a range of strategies such as	ideas through a range of strategies such as
oral, pictorial, or	oral, pictorial, or	varying lengths by	brainstorming, free	brainstorming, free	brainstorming, free	topics through a range	topics through a range	topics through a range	brainstorming,	brainstorming,	brainstorming,	brainstorming,
written form by	written form by	organizing ideas into a	writing, and mapping;	writing, and mapping;	writing, and mapping;	of strategies, such as	of strategies such as	of strategies such as	journaling, reading, or	journaling, reading, or	journaling, reading, or	journaling, reading, or
organizing ideas;	organizing ideas;	focused piece of				discussion, background	discussion, background	discussion, background	discussing;	discussing;	discussing;	discussing;
(C) revise drafts by	(C) revise drafts by	writing;	(B) develop drafts of varying by organizing	(B) develop drafts of varying lengths by	(B) develop drafts of varying lengths by	reading, personal	reading, personal	reading, personal	(D) dayalan drafts of	(B) develop drafts of	(B) develop drafts of	(B) develop drafts of
adding details in	adding or deleting	(C) revise drafts by	ideas into a focused,	organizing ideas into a	organizing ideas into a	interests, and	interests, and	interests, and	(B) develop drafts of varying lengths	varying lengths	varying lengths	varying lengths
pictures or words;	words, phrases, or	adding or deleting	structured, and coherent	focused, structured, and	focused, structured, and	interviews;	interviews;	interviews;	choosing an effective	choosing an effective	choosing an effective	choosing an effective
(D) edit drafts	sentences;	words, phrases, or	piece of writing;	coherent piece of	coherent piece of	(B) develop drafts by	(B) develop drafts by	(B) develop drafts by	organizational strategy,	organizational strategy,	organizational strategy,	organizational strategy,
independently and	(D) edit drafts	sentences;	(C) revise drafts	writing;	writing;	choosing an effective	choosing an effective	choosing an effective	which builds on ideas to	which builds on ideas	which builds on ideas to	which builds on ideas to
collaboratively using	independently and	(D) edit drafts	independently and	(C) revise drafts	(C) revise drafts	organizational strategy,	organizational strategy,	organizational strategy,	create a focused,	to create a focused,	create a focused,	create a focused,
standard English	collaboratively using	independently and	collaboratively by	independently and	independently and	such as sequence of	such as sequence of	such as sequence of	organized, and coherent	organized, and coherent	organized, and coherent	organized, and coherent
conventions of	standard English	collaboratively using	adding, deleting,	collaboratively by	collaboratively by	events, cause-effect, and compare-contrast,	events, cause-effect, and compare-contrast,	events, cause-effect, and compare-contrast,	piece of writing in timed and open-ended	piece of writing in timed and open-ended	piece of writing in timed and open-ended	piece of writing in timed and open-ended
grammar, spelling,	conventions of	standard English	combining, and	adding, deleting,	adding, deleting,	and building on ideas to	and building on ideas to	and building on ideas to	situations;	situations;	situations;	situations;
capitalization, and punctuation, including:	grammar, spelling, capitalization, and	conventions of grammar, spelling,	rearranging ideas for	combining, and	combining, and	create a focused,	create a focused,	create a focused,	-	,	•	
punctuation, including.	punctuation, including:	capitalization, and	coherence and clarity;	rearranging ideas for	rearranging ideas for	organized, and coherent	organized, and coherent	organized, and coherent	(C) revise drafts	(C) revise drafts	(C) revise drafts	(C) revise drafts
(i) speak and dictate in		punctuation, including:	(D) edit drafts	coherence and clarity;	coherence and clarity;	piece of writing;	piece of writing;	piece of writing;	independently and collaboratively to	independently and collaboratively to	independently and collaboratively to	independently and collaboratively to
complete sentences;	(i) speak in complete		independently and	(D) edit drafts	(D) edit drafts	(C) revise drafts	(C) revise drafts	(C) revise drafts	ensure clarity,	ensure clarity,	ensure clarity,	ensure clarity,
(ii) use past, present,	sentences and ask questions with correct	(i) use complete sentences with correct	collaboratively using	independently and	independently and	independently and	independently and	independently and	development,	development,	development,	development,
and future verbs;	subject-verb agreement;	subject-verb agreement;	standard English	collaboratively using	collaboratively using	collaboratively to	collaboratively to	collaboratively to	organization, style,	organization, style,	organization, style,	organization, style,
(iii) use singular and	l		conventions of	standard English conventions of	standard English conventions of	ensure clarity,	ensure clarity,	ensure clarity,	word choice, and	word choice, and	word choice, and	word choice, and
plural nouns;	(ii) use past, present,	(ii) use past, present,	grammar, spelling, capitalization, and	grammar, spelling,	grammar, spelling,	development,	development,	development,	sentence fluency;	sentence fluency;	sentence fluency;	sentence fluency;
1	and future verbs;	and future verbs;	punctuation, including:	capitalization, and	capitalization, and	organization, style, word choice, and	organization, style, word choice, and	organization, style, word choice, and	(D) edit drafts	(D) edit drafts	(D) edit drafts	(D) edit drafts
(iv) use descriptive	(iii) use singular, plural,	(iii) use singular/plural,	(:)1-4:1-	punctuation, including:	punctuation, including:	sentence fluency;	sentence fluency;	sentence fluency;	independently and	independently and	independently and	independently and
adjectives;	common, proper nouns;	common/proper nouns;	(i) use complete simple and compound	(i) use complete simple	(i) use complete simple,			-	collaboratively using	collaboratively using	collaboratively using	collaboratively using
(v) use subject	(iv) use descriptive	(iv) use descriptive	sentences with correct	and compound	complex, and	(D) edit drafts	(D) edit drafts	(D) edit drafts	standard English	standard English	standard English	standard English
pronouns, including I	adjectives;	adjectives, including	subject-verb agreement;	sentences with correct	compound sentences	independently and collaboratively using	independently and collaboratively using	independently and collaboratively using	conventions of grammar, spelling,	conventions of grammar, spelling,	conventions of grammar, spelling,	conventions of grammar, spelling,
and me;	(-1)	articles;	(::)	subject-verb agreement;	with correct subject-	standard English	standard English	standard English	capitalization, and	capitalization, and	capitalization, and	capitalization, and
(vi) capitalize the first	(v) use adverbs that convey time;	(v) adverbs that convey	(ii) use past, present, and future verb tenses	(ii) use irregular verbs;	verb agreement;	conventions of	conventions of	conventions of	punctuation, including:	punctuation, including:	punctuation, including:	punctuation, including:
letter in a sentence;		time;	properly;	(ii) use irregular verbs,	(ii) use irregular verbs	grammar, spelling,	grammar, spelling,	grammar, spelling,			(1)	
(E) share writing with	(vi) use prepositions	•		(iii) use singular, plural,	and active voice;	capitalization, and	capitalization, and	capitalization, and	(i) sentence–combining techniques, effectively	(i) sentence–combining techniques, effectively	(i) sentence–combining techniques, effectively	(i) sentence–combining
others;	and prepositional	(vi) use prepositions	(iii) use singular, plural,	common, and proper	(:::)114:	punctuation, including:	punctuation, including:	punctuation, including:	avoiding problematic	avoiding problematic	avoiding problematic	techniques, effectively avoiding problematic
	phrases;	and prepositional phrases;	common, and proper nouns;	nouns;	(iii) use collective nouns class and public;	(i) sentence-combining	(i) sentence-combining	(i) sentence-combining	splices, and sentence	splices, and sentence	splices, and sentence	splices, and sentence
(F) use the elements of craft to advance the	(vii) use subject	pinuses,	nouns,	(iv) use descriptive	nouns class and public,	techniques to write with	techniques to write with	techniques to write with	fragments;	fragments;	fragments;	fragments;
writer's purpose when	pronouns, including I	(vii) use subject and	(iv) use descriptive and	adjectives, including	(iv) use descriptive	variety;	variety;	variety;	(ii) commas to set off	(ii) commas to set off	(ii) commas to set off	(ii) commas to set off
dictating and	and me;	object pronouns	limiting adjectives	their comparative and superlative forms;	adjectives including those indicating origin		(ii) commas in	(ii) commas in	absolute, gerund,	absolute, gerund,	absolute, gerund,	absolute, gerund,
composing by:	(viii) use capitalization	including he and him;	including articles;	superfative forms,	and their comparative		appositive phrases, after	appositive phrases, after	infinitive, and participle	infinitive, and participle	infinitive, and participle	infinitive, and participle
(i) developing an idea	for the beginning of	(viii) distinguish	(v) use adverbs that	(v) use adverbs to	and superlative forms;	(ii) use commas in compound sentences	transitions, and	transitions, and with	phrases;	phrases;	phrases;	phrases;
with specific details and	sentences, the pronoun	between declarative and	convey time and	convey frequency and		and after transition	introductory words,	introductory structures;	(iii) semi-colons to	(iii) semi-colons to	(iii) semi-colons to	(iii) semi-colons to
relevance;	"I" and names of	interrogative sentences;	manner;	intensity;	(v) use adverbs that convey frequency and	words and introductory	phrases, and clauses;	(iii) semicolons, colons,	indicate a relationship	indicate a relationship	indicate a relationship	indicate a relationship
(::)	people; and	(ix) use capitalization	(vi) use prepositions	(vi) use prepositions	intensity;	words and phrases;	(iii) semicolons and	and ellipses when	between closely related	between closely related	between closely related	between closely related
(ii) organizing with structure;	(ix) use punctuation	for proper nouns,	and prepositional	and prepositional			colons when	appropriate;	independent clauses;	independent clauses;	independent clauses;	independent clauses;
·	marks at the end of	months and days of the week, and the salutation	phrases to convey relationships and add	phrases to convey	(vi) use prepositions		appropriate;	[moved from O and	(iv) parallel structure;	(iv) parallel structure;	(iv) parallel structure;	(iv) parallel structure;
(iii) using intentional	declarative, exclamatory, and	and closing of a letter;	detail;	location, time, and direction, or to provide	and prepositional phrases to convey	[ iii-iv moved from M]	[iv-x moved and broken	broken out into iv-vi]				
word choice; and	interrogative sentences;	,		details;	location, time,		out from O]	(i-v)11-1	(v) dashes and colons;	(v) dashes and colons;	(v) dashes, colons,	(v) dashes, colons,
(iv) developing voice;	(E) 11'1 1 1	(x) use punctuation	(vii) use possessive		direction, or to provide	200	(iv) parallel structure;	(iv) parallel structure;	(vi) consistent and	(vi) consistent and	parentheses, brackets, and ellipsis;	parentheses, brackets, and ellipsis;
(G) dictate or compose	(E) publish and share writing with others;	marks, including ending punctuation in	pronouns properly such	(vii) use reflexive	details;	(iii) parallel structure;	(iv) paramer structure,	(v) consistent verb	logical use of verb	logical use of verb	and empsis,	and empsis,
literary texts using	witting with others,	sentences, apostrophes	as his, hers, and theirs;	pronouns such as myself, ourselves, itself			(v) consistent verb	tenses;	tense;	tense;	(vi) consistent and	(vi) consistent and
genre characteristics	(F) use the elements of	and contractions, and	(viii) use coordinating	and yourself;		(iv) consistent work	tenses;	(vi) subject-verb	(vii) appropriate use of	(vii) appropriate use of	logical use of verb	logical use of verb
and author's craft,	craft to advance the	apostrophes and	conjunctions to form		(vii) use indefinite	(iv) consistent verb tenses;	(vi) subject-verb	agreement;	active and passive	active and passive	tense;	tense;
including personal	writer's purpose when	possessives; and	compound predicates,	(viii) use coordinating	pronouns including all, both, nothing, or	1011000,	agreement;		voice;	voice;	(vii) appropriate use of	(vii) appropriate use of
narratives;	dictating and composing by:	(xi) use resources to	subjects, and sentences;	conjunctions to form compound predicates,	anything;		(vii) use prepositions	(vii) quotation marks, including for dialogue	(viii) subject-verb	(viii) subject-verb	active and passive	active and passive
(H) dictate or compose	composing by.	find correct spellings;	(ix) use capitalization,	subjects, and sentences;	anyunng,	(v) subject-verb	and prepositional	and citation;	agreement;	agreement;	voice;	voice;
informational texts			for geographical names			agreement;	phrases and their				(viii) subject-verb	(viii) subject-verb
using genre	(i) developing an idea	(E) publish and share writing with others;	and places, historical	(x) use capitalization for historical events and	(viii) use coordinating		influence on subject-	(viii) differentiate	(ix) pronoun-	(ix) pronoun-	agreement;	agreement;
characteristics and	with specific details and	withing with others;	periods, and official titles of people; and	documents, titles of	conjunctions to form		verb agreement;	between commonly confused terms such as	agreement;	agreement;	(ix) pronoun-	(ix) pronoun-
author's craft; and	relevance;	(F) use the elements of		books, stories and	compound predicates,	(vi)use appropriate	(viii) use pronouns for	its and it's and affect	(x) apostrophes to show	(x) apostrophes to show	agreement;	agreement;
(I) dictate or compose		craft to advance the	(x) use punctuation	essays, languages,	subjects, and sentences;	pronouns for clarity;	clarity;	and effect;	possession;	possession;		
argumentative texts that			marks including	]								

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English Language Arts and Reading

English Languag	ge Arts and Reading			subject of the control of the contro								
Kindergarten	Grade 1	Grade 2	Grade 3			Grade 6			8			
states a personal	(ii) organizing with	writer's purpose when	apostrophes in	races, and nationalities;	( )		\ /	(ix) capitalization for	(xi) accurate usage of	(xi) accurate usage of		
opinion using genre	structure;	composing by:	contractions and	and		(vii) use quotetien	3		homonyms;	homonyms;	possession;	possession;
characteristics and	(iii) using intentional	(i) developing an idea	possessives, commas in	(v) use punctuation			because and since;		(vii) capitalization; and	(vii) capitalization; and	(vi) accurate usage of	(vi) accurate usage of
author's craft.	word choice; and	with specific details and	a series and dates, and			•	(v) quotation marks	stylistic purposes; and	(XII) Capitalization, and	(XII) capitalization, and	` '	. ,
	word enoice, and	relevance;	use correct mechanics,	0		for draiogue,		(x) nunctuating	(xiii) capitalization and	(xiii) capitalization and	nomonyms,	nomonyms,
	(iv) developing voice;	reievance,	including indentations.	1	neither/nor;				punctuation of titles;	punctuation of titles;	(xii) capitalization; and	(xii) capitalization; and
	(C) 1:	(ii) organizing with	(E) publish drafts in	-	(x) use capitalization	(-:::)	una citation,	* ·	(F)	(E)itt	(-:::):4-1:4: 4	(-:::):t-1:t: d
	(G) dictate or compose	structure;	response to feedback					correctly,	· / I		· / •	
	literary texts using genre characteristics	(iii) using intentional	and evaluate its	1			_		** *	** *	punctuation of fittes;	punctuation of titles;
	and author's craft,	word choice;	effectiveness such as			C			audiences,	audiences,	(E) publish written	(E) publish written
	including personal	word choice,	using a rubric;	\ / I		books,		audiences;	(F) use the elements of	(F) use the elements of	work for appropriate	work for appropriate
	narratives and poetry;	(iv) constructing a					and effect;	(F) use the elements of	craft to advance the	craft to advance the		audiences;
	narratives and poetry,	variety of sentence	(F) use the elements of				(vii) use conventions of		writer's purpose when	writer's purpose when		
	(H) dictate or compose	lengths; and	craft to advance the				` '		composing by:	composing by:	` /	` /
	informational texts	() 41	writer's purpose when	using a rubric;	<u>.</u>	1 1		1 1	(i) d1i	(i) 11i		
	using genre	(v) developing voice;	composing by:	(F) use the elements of			11 1	Tomponing of				
	characteristics and	(G) compose literary	(i) developing an	` /	C . I I			1 0			composing by:	composing by:
	author's craft, including	texts using genre	engaging idea reflecting						1 0		(i) developing an	(i) developing an
	procedural;	characteristics and	depth of thought with		for titles and emphasis,	organizations,			*	*	engaging idea reflecting	engaging idea reflecting
	(I) dictate or compose	author's craft, including	specific details and		(E) publish draft in				relevance,	relevance,	depth of thought with	depth of thought with
	argumentative texts that	personal narratives and	relevance;		response to feedback	( ) 1:66		relevance;	(ii) organizing with	(ii) organizing with	specific details and	specific details and
	states a personal	poetry;			and evaluate its	` '		(ii) organizing with	sound and purposeful	sound and purposeful	relevance;	relevance;
	opinion and reasons	an.	(ii) organizing with		effectiveness such as	•		1 2 2	structure including an	structure including an		200
	using genre	(H) compose	sound and purposeful	1	using a rubric;		spellings;		effective lead,			
	characteristics and	informational texts	structure including an	relevance;			(E) publish written	0	transitions, sentence-to-	transitions, sentence-to-		1 1
	author's craft; and	using genre characteristics and	effective lead,	(ii) organizing with	` '	and effect; and			sentence connections,		C	
		author's craft such as	transitions, sentence-to- sentence connections,			(xi) use spelling		· · · · · · · · · · · · · · · · · · ·	and closing;	and closing;	1	
	(J) dictate or compose	procedural and reports;	and closing;			patterns and rules and		and closing;	(iii) using intentional	(iii) using intentional	· · · · · · · · · · · · · · · · · · ·	
	correspondence such as	procedurar and reports,	and closing,	effective lead,	composing by.	print and electronic	1 1					•
	friendly letters.	(I) compose	(iii) using intentional	transitions, sentence-to-	(i) developing an	resources to determine		` '			and crossing,	and closing,
		argumentative texts that	word choice, precise	sentence connections,	engaging idea reflecting	and check correct	* *			,	(iii) using intentional	(iii) using intentional
		states a personal	nouns, and strong	and closing;		spelling;	composing by:		detions verss,	actions veros,	word choice, precise	word choice, precise
		opinion and reasons	actions verbs;	(iii) vaina intentional	specific details and	(E) publish written	(i) developing an	actions verbs;	` '	` '		, ,
		using genre	(iv) constructing a	. ,	relevance;	`\ / I	1 0	iv) constructing a		5	actions verbs;	actions verbs;
		characteristics and	variety of sentence		(ii) organizing with	1 1 1				structures and lengths;	(iv) constructing a	(iv) constructing a
		author's craft; and	structures and lengths;			audiences,		•	and	(v) using author's craft	. ,	` '
		(J) compose	and	actions verbs,		(F) use the elements of	relevance;		(v) using author's craft			_
		correspondence such as	and	(iv) constructing a			/··> · · · · · · · · · · · · · · · · · ·			to develop voice,		structures and lenguis,
		friendly letters.	(v) using author's craft	variety of sentence		writer's purpose when		to develop voice	to develop voice.	(G) compose literary	und	
		literary receipt	to develop voice;	structures and lengths;		composing by:		(G) compose literary	(G) compose literary	texts using genre	(v) using author's craft	to develop voice;
			(C) lit	and			C		texts using genre	characteristics and	to develop voice;	(II) sommoss
			(G) compose literary texts using genre	(v) using outhor's graft	, and the gr						(G) compose literary	
			characteristics and			(i) developing an		author's craft including		*		
			author's craft including	to develop voice,				personal narratives,		fiction, and poetry;		
			personal narratives,	(G) compose literary		depth of thought with	and closing,	fiction and poetry;	fiction, and poetry;	(H) compose		
			fiction such as realistic	texts using genre	actions verbs;	specific details and	(iii) using intentional		(H) compose	informational texts		
			or imaginative, and		(iv) constructing a	relevance;	word choice, precise					
			poetry;	author's craft including			nouns, and strong				, p ,	
							actions verbs;				** /	
			(H) compose			(ii) organizing with	(iv) constructing a			resumes and essays,		
			informational texts	or fantasy, and poetry;		sound and purposeful	` '	U		including personal and		C
			using genre	(H) compose				cosays,				
			characteristics and		to develop voice;	effective lead,	_	(I) compose	informative;			
			author's craft such as		(G) compose literary			argumentative texts	(T) 20ms	* /		autnor s craft;
			essays and reports;		1 1	· ·	` ,	0 0		U	informative:	(J) compose
			(I) compose			and closing;	to develop voice.				miormative;	
			argumentative texts				(G) compose literary	author's craft; and			(I) compose	reflects an opinion,
			using genre					(I) compose		audioi s Clait,		registers a compliant, or
			characteristics and			(iii) using intentional			autilor s cialt,	(J) compose	using genre	requests information in
			author's craft such as			word choice, precise			(J) compose	correspondence that		a business or friendly
			reviews; and		poetry;	nouns, and strong	0			* .	author's craft;	structure; and
			(I) come		(II) 20m =	actions verbs;					(I) compose	(K) compose analysiss1
			(J) compose					a business or friendly			* * *	
			correspondence such as thank you notes or	advertisements; and						,		
			letters.	(J) compose		(iv) constructing a			•	structure; and		
			iottois.			variety of sentence			structure; and	(K) compose analytical		
				requests information		structures and lengths;			(K) compose analytical			•
				such as a business	coou, o and orograpmes,	and	_		texts using genre	characteristics and	structure; and	
				letter.	(I) compose		essays;		characteristics and	author's craft including	·	
					argumentative texts		(I) compose		author's craft including	a literary analysis	(K) compose analytical	
					using genre	(v) using author's craft	argumentative texts		a literary analysis	paragraph.	texts using genre	
					characteristics and	to develop voice;	using genre		paragraph.		characteristics and	
											author's craft such as	
	1	1	1	I	I	1	1	1	I	1	ı	1

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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
					author's craft such as	(G) compose literary	characteristics and				literary and rhetorical	
					editorials; and	texts using genre	author's craft; and				essays.	
					(I) sommoso	characteristics and	(I) commons					
					(J) compose	author's craft including	(J) compose					
					correspondence such as	personal narratives,	correspondence that					
					email or blog.	fiction and poetry;	reflects an opinion, registers a compliant, or					
						(H) compose	requests information in					
						informational texts	a business or friendly					
						using genre	structure.					
						characteristics and	Structure.					
						author's craft including						
						essays;						
						-						
						(I) compose						
						argumentative texts						
						using genre						
						characteristics and	·					
						author's craft; and						
						(J) compose						
						correspondence that						
						reflects an opinion,						
						registers a compliant, or						
						requests information in			*			
						a business or friendly						
						structure.						

