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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 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(1)	(1)	(1)		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(A) listen actively and ask questions to understand information;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	` '	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas, adjust communication to audiences and	(A) listen actively to interpret a message by summarizing, asking questions, and making comments when appropriate;	(A) listen actively, respond appropriately, and	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	(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 oral directions that involve a short related	(B) follow, restate, and give oral instructions that involve a short	(B) follow, restate, and give oral instructions that involve a short	and give oral instructions that involve a series	(B) follow, restate, and give oral instructions that involve a series	(B) follow, restate, and give oral instructions	(B) follow and give oral instructions that include	(B) follow and give complex oral instructions to perform specific	(B) follow and give complex oral instructions to perform specific	complex oral instructions to perform specific	(B) follow and give complex oral instructions to perform specific	(B) evaluate the clarity and coherence of a speaker's message and critique	presentation based on content, diction,
sequence of actions;	related sequence of actions;	related sequence of actions;	-	of related sequences of action;	that include multiple action steps;	multiple action steps;	tasks, answer questions, or solve problems;	tasks, answer questions, or solve problems;	tasks, answer questions, or solve problems and complex processes;	tasks, answer questions, or solve problems and complex processes;	the impact of a speaker's diction and syntax on an audience;	rhetorical strategies and delivery;
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	the topic under discussion, speaking clearly at an	employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas	• •	•	(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;	position using	and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to	clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of		and second transitions, body, and conclusion, the art of persuasion, rhetorical devices, eye contact, speaking rate such as pauses for effect, volume,

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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(D) work	(D) work	(D) work	(D) work	(D) work	(D) work	(D) participate in	(D) engage in	(D) participate				
collaboratively with	collaboratively with	collaboratively with	collaboratively with	collabortively with	collaboratively with	student lead	meaningful discourse	collaboratively in	collaboratively,	collaboratively,	collaboratively,	collaboratively,
others by following	others to follow	others to follow	others by following	others to develop a	others to develop a	discussions by	and provide and	discusssions, plan	building on the ideas	building on the ideas	offering ideas or	offering ideas or
agreed-upon rules	agreed-upon rules	agreed-upon rules	agreed upon rules,	plan of shared	plan of shared	eliciting and	accept constructive	agendas with clear	of others,	of others,	judgments that are	judgments that are
for discussion,	for discussion,	for discussion,	norms, and	responsibilities.	responsibilities.	considering	feedback from	goals and deadlines,	contributing relevant	contributing relevant	purposeful in	purposeful in
including taking	including listening to	including listening to	protocols; and			suggestions from	others.	set time limits for	information,	information,	moving the team	moving the team
turns; and	others, speaking	others, speaking				other group		speakers, take notes,	developing a plan for	developing a plan for	towards goals,	towards goals,
	when recognized,	when recognized,				members, taking		and vote on key	consensus-building,	consensus-building,	asking relevant and	asking relevant and
	and making	making appropriate				notes, and		issues.	and setting ground	and setting ground	insightful questions,	insightful questions,
	appropriate	contributions, and				identifying points of			rules for decision-	rules for decision-	tolerating a range of	tolerating a range of
	contributions; and	building on the ideas				agreement and			making.	making.	positions and	positions and
		of others; and				disagreement.					ambiguity in	ambiguity in
											decision-making,	decision-making,
									·		and evaluating the	and evaluating the
											work of the group	work of the group
											based on agreed-	based on agreed-
											upon criteria.	upon criteria.
(E) develop social	(E) develop social	(E) develop social	(E) develop social									
=	· · ·	•	•									

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 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(2)	(2)	(2)	(2)	(2)	(2)	110,22	110.23	110.24	110.50	110.57	110.30	110.37
(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by manipulating phonemes within base words:										
	(i) distinguishing between long and short vowel sounds in one syllable words;					•						
	(ii) recognizing the change in spoken word when a specified phoneme i added, changed or removed:											

as introducing

himself/herself,

using common

greetings, and

wants.

expressing needs and classmate, and

as introducing

others, relating

experiences to a

feelings.

himself/herself and

expressing needs and

as distinguishing

telling.

between asking and

as conversing

politely in all

situations.

Kindergarten 10.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
i) identifying and												
roducing rhyming												
vords;												
i) recognizing												
ooken alliteration o	r											
roups of words that												
egin with the same												
poken onset or												
nitial sound:												
ii) identifying the												
ndividual words in a	a											
poken sentence;	•											
v) identifying												
yllables in spoken												
vords;												
v) blending												
yllables to form												
ultisyllabic words;												
i) segmenting												
ultisyllabic words												
nto syllables;												
vii) blending spoke	n											
nsets and rimes to												
orm simple words;												
viii) blending	(iii) blending spoke	en										
poken phonemes to	phonemes to form											
orm one-syllable	one syllable words,											
vords;	including initial											
	and/or final											
	consonant blends;											
x) manipulating	(iv) manipulating											
yllables within a	phonemes within											
nultisyllabic word;												
nd	base words;											
x) segmenting	(v) segmenting											
	spoken one syllable											
poken one-syllable vords into individua		,										
honemes.	phonemes into											
	individual phoneme											
	including words wit	th										
	initial and/or final											
	consonant blends;											
	and											
3) demonstrate and	(B) demonstrate and	d (B) demonstrate a	and (A) demonstrate	and (A) demonstrate a	and (A) demonstrate and	I						
ply phonetic	apply phonetic	apply phonetic	apply phonetic	apply phonetic	apply phonetic							
nowledge by:	knowledge by:	knowledge by:	knowledge by:	knowledge by:	knowledge by:							

		~	~	~								
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(i) identifying and matching the	(i) decoding words in isolation and in	(i) decoding words with short, long or variant vowels,	(i) decoding multisyllabic words with multiple sound- spelling patterns,	(i) decoding words	(i) decoding consonant changes including (t) to (sh) such as in select and	110.22	110.23	110.24	110.30	110.37	110.36	110.37
(ii) using letter- sound relationships to decode, including VC, CVC, CCVC and CVCC words;	(ii) decoding words with initial and final consonant blends, digraphs and trigraphs;	•										
new words are	open syllables, VCe syllables, vowel teams, including vowel digraphs and	multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-	(ii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r- controlled syllables, and final stable syllables;	with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-	, with closed syllables							
	knowledge of base words to decode	•	(iii) decoding compound words, contractions, and abbreviations;									
		using knowledge of syllable division such as VCCV,	•	using advanced knowledge of syllable division	(iii) decoding words using advanced knowledge of syllable division patterns;							
	with suffixes including -ed, -s, and -es; and	with prefixes		_	(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and							

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Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
110.2	110.5	110.4	(vi) decoding words using knowledge of changes to base words when suffixes are added such as dropping e, changing y to i, and doubling	(v) decoding words using knowledge of changes to base words when suffixes are added such as dropping e, changing	3	110.22	110.23	110.24	110.30	110.37	110.30	110.37
reading at least 25 nigh frequency words from a research-based list.	(vi) identifying and reading at least 100 high high frequency words from a research-based list.	reading high	(vii) identifying and reading high frequency words from a research- based list.	(vi) identifying and reading high frequency words from a research- based list.	(v) identifying and reading high frequency words from a research- based list.							
apply spelling	(C) demonstrate and apply spelling	apply spelling	apply spelling	apply spelling	(B) demonstrate and apply spelling	1						
knowledge by: (i) spelling words with VC, CVC, and CCVC;	knowledge by:  (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables;	with closed syllables open syllables, VCe syllables, vowel	knowledge by:  (i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r- controlled syllables, and final stable syllables;	with closed syllables open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-	•	S,						
	(ii) spelling words with initial and final consonant blends, digraphs and trigraphs;	(ii) spelling words with silent letters such as knife and gnat;	(ii) spelling homophones;	(ii) spelling more difficult homophones;	(ii) spelling consonant changes including (t) to (sh) such as in select and selection, and (k) to (sh) such as music and musician;	I						
		(iii) spelling compound words, contractions and common abbreviations;	(iii) spelling compound words, contractions, and abbreviations;									
(ii) spelling words using sound-spelling patterns; and	(iii) spelling words using sound-spelling patterns; and	(iv) spelling multisyllabic words	(iv) spelling multisyllabic words with multiple sound- spelling patterns;	(iii) spelling multisyllabic words with multiple sound- spelling patterns;	-							

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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
		(v) spelling words	(v) spelling words	(iv) spelling words	(iv) spelling words							
		using knowledge of	using knowledge of	using advanced	using advanced							
		syllable division	syllable division	knowledge of	knowledge of							
		patterns, including	such as VCCV,	syllable division	syllable division							
		words with double	VCV, and VCCCV;	patterns;	patterns;							
		consonants in the										
		middle of the word;										
/'''\ 11' 1' 1	(' ) 11' 1' 1	and	( ') 11' 1	( ) 11: 1	( ) 11' 1							
(iii) spelling high	(iv) spelling high	(vi) spelling words	(vi) spelling words	(v) spelling words	(v) spelling words							
frequency words	frequency words	with prefixes	using knowledge of	using knowledge of	using knowledge of							
from a research-		including un, re, and	prefixes; and	prefixes; and	prefixes; and							
based list.	list.	dis and all										
		inflectional endings										
		such as -s, -es, -ed, -										
		ing, -er, -est.	( '') 11'	( ') 11'	( ') 11'							
				(vi) spelling words								
					with changes to base words when suffixed							
						S						
				are added such as								
					g dropping e, changing	3	· ·					
					y to i, and doubling							
			final consonants.	final consonants.	final consonants.							
(D) demonstrate	(D) demonstrate											
print awareness by:	print awareness by											
1	identifying the											
	information that											
	different parts of a											
	book provide: and											
(i) identifying the												
front cover, back												
cover, and title page												
of a book;												
(ii) holding a book												
right side up, turning												
pages correctly, and												
knowing that reading												
moves from top to												
bottom and left to												
right with return												
sweep;												
(iii) recognizing that												
sentences are												
comprised of words												
separated by spaces												
and recognizing												
word boundaries;												

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Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(iv) recognizing the difference between a letter and a printed word; and									•			
(v) identifying all uppercase and lowercase letters; and												
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	spaces between words.	(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	answers legibly in print and cursive leaving appropriate spaces between words.	print and cursive to complete assignments.		,						
Developing and Su	ustaining Foundation	al Language Skills:	Listening, Speaking	Reading, and Writi	ng [Vocabulary]. T	The student uses new	ly acquired vocabula	ary expressively. Th	e student is expected	l to:		
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	origin, and part of speech;	technical dictionaries, to clarify, and validate understanding of the precise meaning of technical or discipline-based vocabulary;	(A) use print or digital resources such as glossaries or technical dictionaries, to clarify, and validate understanding of the precise meaning of technical or discipline-based vocabulary;	of advanced vocabulary;	(A) use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary;
` '	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	` '	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	sentence to determine the relevant meaning of	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	` '	(B) use context such as contrast or cause and effect to clarify the meaning of words; and	within or beyond a	(B) analyze context to distinguish between the denotative and connotative meanings of words; and	(B) analyze context to distinguish between denotative and figurative meanings of words; and	to draw conclusions about nuanced meanings such as in	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and

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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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
	(C) identify the	(C) identify the	(C) identify the	(C) determine the	(C) identify the	(C) determine the	(C) determine the	(C) determine the	(C) determine the	(C) determine the	(C) determine the	(C) determine the
	meaning of words	meaning of words	meaning of words	meaning of words	meaning of words	meaning and usage	meaning and usage	meaning and usage	meaning of foreign	meaning of foreign	meaning of foreign	meaning of foreign
	with the affixes -s, -		- with affixes such as	with affixes such as	with affixes such as	of grade-level	of grade-level	of grade-level	words or phrases	words or phrases	words or phrases	words or phrases
	ed, and -ing; and	ly, -er and -est	im- (into), non-, dis-	, mis-, sub-, -ment,	trans-, super-, -ive,	academic English	academic English	academic English	used frequently in	used frequently in	used frequently in	used frequently in
		(comparative and	in- (not, non), pre-, -	and -ity/ty and roots	and -logy and roots	words derived from	words derived from	words derived from	U	English such as	English such as ad	English such as ad
		superlative), and -	ness, -y, and -ful;	such as auto, graph,	such as geo and	Greek and Latin	Greek and Latin such	n Greek and Latin such	h caveat emptor, carte	1	hoc, faux pax, non	nauseum, in loco
		ion/tion/sion; and	and	meter; and	photo; and	roots such as	as omni, log/logue,	as ast, qui, path,	blanche, tete a tete,	avant-garde, and	sequitur, and modus	=
						mis/mit, bene, man,	gen, vid/vis, phil,	mand/mend and duc	•	coup d'état.	operandi.	faire, and bona fide
						vac, scrib/script, and	l luc, and sens/sent.		appetit, and quid pro	)		
•	(D) identify and use	•	(D) identify and	(D) identify and	(D) identify and							
words that name	words that name	explain the meaning		explain the meaning	1							
actions; directions;	actions, directions,	of antonyms,	of antonyms,	of homophones such	of adages and puns.							
	; positions, sequences	• •	synonyms, idioms	as reign/rain.								
categories such as	categories, and	and homographs in	and homographs in a	l.								
colors, shapes, and	locations.	context.	text.									
textures; and												
textures; and locations.												
locations.	ustaining Foundation	nal Language Skills:	Listening, Speaking	, Reading, and Writi	ng [Fluency]. The s	student reads grade-	level text with fluen	cy and comprehensi	on. The student is ex	xpected to:		
locations.	ustaining Foundation Grade 1	nal Language Skills: Grade 2	Listening, Speaking Grade 3	, Reading, and Writi Grade 4	ng [Fluency]. The s	student reads grade- Grade 6	level text with fluen	cy and comprehension	on. The student is ex	xpected to:	English III	English IV
Developing and Su			0 1 0		<u> </u>					^	English III 110.38	English IV 110.39
Developing and St Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7 110.23 (3)	Grade 8 110.24 (3)	English I	English II		•
Developing and St Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23 (3)	Grade 8 110.24 (3) adjust fluency when	English I	English II		
Developing and St Kindergarten 110.2	Grade 1 110.3 (4)	Grade 2 110.4 (4)	Grade 3 110.5 (4) use appropriate fluency (rate,	Grade 4 110.6 (4)	Grade 5 110.7 (4)	Grade 6 110.22 (3)	Grade 7 110.23 (3)	Grade 8 110.24 (3) adjust fluency when reading grade-level	English I	English II		~
Developing and St Kindergarten 110.2	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and	Grade 2 110.4 (4) use appropriate	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and	Grade 4 110.6 (4) use appropriate	Grade 5 110.7 (4) use appropriate	Grade 6 110.22 (3) adjust fluency when	Grade 7 110.23 (3) adjust fluency when	Grade 8 110.24 (3) adjust fluency when	English I	English II		~
Developing and St Kindergarten 110.2	Grade 1 110.3 (4) use appropriate fluency (rate,	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and prosody) when	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when	Grade 6 110.22 (3) adjust fluency when reading grade-level	Grade 7 110.23 (3) adjust fluency when reading grade-level	Grade 8 110.24 (3) adjust fluency when reading grade-level	English I	English II		
Developing and St Kindergarten 110.2	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the	English I	English II		
Developing and Statistics Kindergarten 110.2 (4)	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.	English I 110.36	English II 110.37		
Developing and Statistics Kindergarten 110.2 (4)  Developing and Statistics  Developing and Statistics	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. al Language Skills:	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. , Reading, and Writi	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose. eading]. The stude	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.	English I 110.36 dently. The student	English II 110.37  is expected to:	110.38	110.39
Developing and State Kindergarten  110.2 (4)  Developing and State Kindergarten	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. nal Language Skills: Grade 2	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Reading, and Writi Grade 4	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose. eading]. The stude Grade 6	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade approduced Grade 7	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independent of the reading purpose.	English I 110.36  dently. The student : English I	English II 110.37  is expected to: English II	110.38  English III	110.39  English IV
Developing and State Kindergarten 110.2 (4)  Developing and State Kindergarten 110.2 (4)	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1 110.3	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. al Language Skills: Grade 2 110.4	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3 110.5	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. , Reading, and Writi Grade 4 110.6	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5 110.7	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.  eading]. The stude Grade 6 110.22	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade approduce of Grade 7 110.23	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independence 8 110.24	English I 110.36  dently. The student : English I 110.36	English II 110.37  is expected to: English II 110.37	English III 110.38	110.39  English IV 110.39
Developing and Statistics Indergrates Index Inde	Grade 1 110.3 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1 110.3 (5)	Grade 2 110.4 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. hal Language Skills: Grade 2 110.4 (5)	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3 110.5 (5)	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. , Reading, and Writi Grade 4 110.6 (5)	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5 110.7 (5)	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.  eading]. The stude Grade 6 110.22 (4)	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade approduce of Grade 7 110.23 (4)	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independent of the reading purpose.	English I 110.36  dently. The student : English I 110.36 (3)	English II 110.37  is expected to: English II 110.37 (3)	English III 110.38 (3)	English IV 110.39 (3)
Developing and Statistics Independent of Independent of Independent Independent of Independent I	Grade 1 110.3  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1 110.3  (5) self-select text and	Grade 2 110.4  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. al Language Skills: Grade 2 110.4  (5) self-select text and	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3 110.5 (5) self-select text and	Grade 4 110.6  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. , Reading, and Writi Grade 4 110.6  (5) self-select text and	Grade 5 110.7  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5 110.7  (5) self-select text and	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.  eading]. The stude Grade 6 110.22 (4) self-select text and	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade appro Grade 7 110.23 (4) self-select text and	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independent of the self-select text and	English I 110.36  dently. The student English I 110.36 (3) self-select text and	English II 110.37  is expected to: English II 110.37 (3) self-select text and	English III 110.38 (3) self-select text and	English IV 110.39 (3) self-select text and
Developing and Statistics   Kindergarten   110.2   (4)    Developing and Statistics   Kindergarten   110.2   (5)   self-select text and interact	Grade 1 110.3  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1 110.3  (5) self-select text and interact	Grade 2 110.4  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. al Language Skills: Grade 2 110.4  (5) self-select text and read independently	Grade 3 110.5  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3 110.5  (5) self-select text and read independently	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Reading, and Writi Grade 4 110.6 (5) self-select text and read independently	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5 110.7 (5) self-select text and read independently	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.  eading]. The stude Grade 6 110.22 (4) self-select text and read independently	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade approduced Grade 7 110.23 (4) self-select text and read independently	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independently  Grade 8 110.24 (4) self-select text and read independently	dently. The student English I 110.36  dently. The student English I 110.36 (3) self-select text and read independently	English II 110.37  is expected to: English II 110.37 (3) self-select text and read independently	English III 110.38 (3) self-select text and read independently	English IV 110.39 (3) self-select text and read independently
Developing and Statistics Independently with	Grade 1 110.3  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1 110.3  (5) self-select text and interact independently with	Grade 2 110.4  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. al Language Skills: Grade 2 110.4  (5) self-select text and read independently for a sustained	Grade 3 110.5 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3 110.5 (5) self-select text and read independently for a sustained	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. , Reading, and Writi Grade 4 110.6 (5) self-select text and read independently for a sustained	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5 110.7 (5) self-select text and read independently for a sustained	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.  eading]. The stude Grade 6 110.22 (4) self-select text and read independently for a sustained	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade approduced Grade 7 110.23 (4) self-select text and read independently for a sustained	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independently Grade 8 110.24 (4) self-select text and read independently for a sustained	dently. The student English I 110.36  dently. The student English I 110.36 (3) self-select text and read independently for a sustained	English II 110.37  is expected to: English II 110.37 (3) self-select text and read independently for a sustained	English III 110.38 (3) self-select text and read independently for a sustained	English IV 110.39 (3) self-select text and read independently for a sustained
Developing and Statistics Indergarten 110.2 (4)  Developing and Statistics Indergarten 110.2 (5) self-select text and interact	Grade 1 110.3  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. ustaining Foundation Grade 1 110.3  (5) self-select text and interact	Grade 2 110.4  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text. al Language Skills: Grade 2 110.4  (5) self-select text and read independently	Grade 3 110.5  (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Listening, Speaking Grade 3 110.5  (5) self-select text and read independently	Grade 4 110.6 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Reading, and Writi Grade 4 110.6 (5) self-select text and read independently	Grade 5 110.7 (4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. ng [Self-sustained r Grade 5 110.7 (5) self-select text and read independently	Grade 6 110.22 (3) adjust fluency when reading grade-level text based on the reading purpose.  eading]. The stude Grade 6 110.22 (4) self-select text and read independently	Grade 7 110.23 (3) adjust fluency when reading grade-level text based on the reading purpose.  nt reads grade approduced Grade 7 110.23 (4) self-select text and read independently	Grade 8 110.24 (3) adjust fluency when reading grade-level text based on the reading purpose.  priate texts independently  Grade 8 110.24 (4) self-select text and read independently	dently. The student English I 110.36  dently. The student English I 110.36 (3) self-select text and read independently	English II 110.37  is expected to: English II 110.37 (3) self-select text and read independently	English III 110.38 (3) self-select text and read independently	English IV 110.39 (3) self-select text and read independently

periods of time.

periods of time.

9

Comprehension Skills: Listening, Speaking, Reading, and Writing using Multiple Texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

Comprehension Sk	ills: Listening, Spea	king, Reading, and '	Writing using Multip	ole Texts. The stude	nt uses metacognitiv	e skills to comprehe	end text with increas	ing depth and comp	lexity. The student is	s 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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(6)	(6)	(6)	(6)	(6)	(6)	(5)	(5)	(5)	(4)	(4)	(4)	(4)
(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose
for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned
and self-selected texts	0 0	and self-selected texts;	and self-selected texts;	and self-selected texts;	0 0	and self-selected text;	6 6	and self-selected texts;		0 0	0 0	
with adult assistance;	,	,	,	,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,	,	,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,	,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions
about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,
during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after
reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen
	understanding and gain		understanding and gain		understanding and gain	understanding and gain		understanding and gair			understanding and gain	
information with adult		information;	information;	information;	information;	information;	information;	information;	information;	information;	information;	information;
assistance;	mornadon,	miormation,	miorinación,	mornadon,	miorination,	mornation,	information,	miorination,	information,	mormación,	miorination,	moments,
(C) make and confirm	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or
predictions using text	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions
features and structures	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,
with adult assistance;	characteristics of genre	, characteristics of genre	, characteristics of genre,	, characteristics of genre	, characteristics of genre	, characteristics of genre	, characteristics of genre	, characteristics of genre	, characteristics of genre	, characteristics of genre	, characteristics of genre	, characteristics of genre,
	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;	and structures;
(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental
images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen
understanding with	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
adult assistance;												
(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections
to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal
experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in	experiences, to ideas in
other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the	other texts, and to the
larger community with	larger community with	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;	larger community;
adult assistance;	adult assistance;											
(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences
and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to
support understanding	support understanding	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;	support understanding;
with adult assistance;	with adult assistance;											
(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate
information with adult	information with adult	information to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to
assistance to determine	assistance to determine	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most	determine what is most
what is most important;	what is most important	; important;	important;	important;	important;	important;	important;	important;	important;	important;	important;	important;
(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize
information to create	information to create	information to create		information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create
new understanding	new understanding	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;
with adult assistance;	with adult assistance;	and	and	and	and	and	and	and	and	and	and	and
and	and											
(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor
comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and
make adjustments, with	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments	make adjustments
adult assistance, when	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding	when understanding
understanding breaks	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.	breaks down.
down.												

English Language Arts and Reading Strand 3

Response Skills: L	istening, Speaking, I	Reading, and Writin	g using Multiple Tex	ts. The student resp	onds to an increasing	gly challenging vari	ety of sources that a	re read, heard, or vi	ewed. 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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(7)	(7)	(7)	(7)	(7)	(7)	(6)	(6)	(6)	(5)	(5)	(5)	(5)
(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the	(A) describe the
personal and emotional	personal and emotional	personal and emotional	personal and emotional	personal and emotional	personal and emotional	personal and emotiona	l personal and emotiona	l personal and emotional	personal and emotional	personal and emotional	personal and emotional	personal and emotional
connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a
variety of sources;	variety of sources;	variety of sources;	variety of sources	variety of sources	variety of sources	variety of sources	variety of sources	variety of sources	variety of sources	variety of sources	variety of sources	variety of sources
			including self-selected	including self-selected	including self-selected	including self-selected	including self-selected	including self-selected	including self-selected	including self-selected	including self-selected	including self-selected
			texts;	texts;	texts;	texts;	texts;	texts;	texts;	texts;	texts;	texts;
(B) provide an oral or	(B) write brief	(B) write brief	(B) write a response to	(B) write a response to	(B) write a response to	(B) write a response	(B) write a response	(B) write a response	(B) write a response	(B) write a response	(B) write a response	(B) write a response
· · ·		comments on literary	a literary or	compare and contrast	compare and contrast	with accurate text	with accurate text	with accurate and	with accurate and	with accurate and	with accurate and	with accurate and
text;	or informational texts;	or informational texts;	•	ideas across a variety	ideas across a variety	evidence to compare	evidence to compare	relevant text evidence	relevant text evidence	relevant text evidence	relevant text evidence	relevant text evidence
			demonstrates an	of sources;	of sources;	sources within and	sources within and	and commentary to	and commentary to	and commentary to	and commentary to	and commentary to
			understanding of a text;			across genres;	across genres;	compare texts within	compare texts within	compare texts within	compare texts within	compare texts within
								and across genres;	and across genres;	and across genres;	and across genres;	and across genres;
(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	o (C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to	(C) use text evidence to
			support an appropriate									
response;	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;	response;
				_			-	-				-
	(C) retell texts in ways		(C) retell and	(C) retell, paraphrase	(C) retell, paraphrase	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and	(C) paraphrase and
that maintain meaning;	that maintain meaning;	ways that maintain	paraphrase texts in ways that maintain	or summarize texts in ways that maintain	or summarize texts in ways that maintain	summarize texts in	summarize texts in ways that maintain	summarize texts in ways that maintain	summarize texts in ways that maintain	summarize texts in ways that maintain	summarize texts in	summarize texts in
		•	•	meaning and logical	meaning and logical	ways that maintain	,		meaning and logical	meaning and logical	ways that maintain	ways that maintain meaning and logical
		meaning and logical order;	meaning and logical order;	order;	order;	meaning and logical order;	meaning and logical order;	meaning and logical order;	order;	order;	meaning and logical order;	order;
(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with	(D) interact with
sources in meaningful	` /	sources in meaningful		sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful	sources in meaningful
ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as	ways such as
illustrating or writing;	<b></b>	illustrating or writing;	notetaking, annotating,	notetaking, annotating,		notetaking, annotating,	•	notetaking, annotating,	notetaking, annotating,		notetaking, annotating,	notetaking, annotating,
and	and	and	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or
			illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;
			C.					<u> </u>		O.		G.
(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using	(E) respond using
newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	acquired content and	acquired content and	acquired content and	acquired content and
vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	academic vocabulary as	s academic vocabulary as	s academic vocabulary as	academic vocabulary as
appropriate.	appropriate.	appropriate.	appropriate; and	appropriate; and	appropriate; and	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;	appropriate;
			(F) discuss specific	(F) discuss specific	(F) discuss specific	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write	(F) discuss and write
			ideas in the text that	ideas in the text that	ideas in the text that	about the explicit or	about the explicit or	about the explicit or	about the explicit or	about the explicit or	about the explicit or	about the explicit or
			are important to the	are important to the	are important to the	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of	implicit meanings of
			meaning.	meaning.	meaning.	text;	text;	text;	text;	text;	text;	text;
						(H) respond orally or	(H) respond orally or	(H) respond orally or	(H) respond orally or	(H) respond orally or	(H) respond orally or	(H) respond orally or
						in writing with	in writing with	in writing with	in writing with	in writing with	in writing with	in writing with
						appropriate register, vocabulary, tone and	appropriate register, vocabulary, tone and	appropriate register, vocabulary, tone and	appropriate register,	appropriate register, vocabulary, tone and	appropriate register,	appropriate register,
						voice; and	voice; and	voice; and	vocabulary, tone and voice; and	voice; and	vocabulary, tone and voice; and	vocabulary, tone and voice; and
						,					· · · · · · · · · · · · · · · · · · ·	(I) reflect on and adjust
						responses as new	responses as new	responses as new	responses as new	responses as new	responses as new	responses as new
						_	evidence is presented.	*	evidence is presented;	*	-	evidence is presented;
						c. rachee is presented.	c. idence is presented.	and	and	and	and	and
					7						(J) defend or challenge	
									• • • • • • • • • • • • • • • • • • • •	• • •	authors' claims using	
											relevant text evidence.	

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(8)	(8)	(8)	(8)	(8)	(8)	(7)	(7)	(7)	(6)	(6)	(6)	(6)
(A) identify the basic	(A) identify the basic	(A) identify the basic	(A) identify basic	(A) identify and infer	(A) explain multiple	(A) infer the implicit	(A) infer multiple	(A) analyze	(A) analyze	(A) compare and	(A) analyze the way	(A) compare and
theme with adult	theme;	theme;	themes with textual	basic themes	themes and ideas not	theme of a work	themes and ideas	relationships among	relationships among	contrast differences	in which the theme	contrast works of
assistance; and			evidence;	supported by text	explicitly stated in a	distinguishing theme	within and across	thematic	thematic	in similar themes	represents a view or	literature that
				evidence;	text;	from topic;	texts;	development,	development,	expressed across a	comment on the	express a universal
								characterization,	characterization,	variety of works;	human condition;	theme;
								point of view,	point of view,			
								setting, and plot in a	significance of			
								variety of literary	setting, and plot in a			
								texts;	variety of literary			
(B) identify and	(B) describe the	(B) describe the	(B) explain the	(B) explain the	(B) analyze the	(B) analyze the	(B) analyze how the	(B) analyze how the	(B) analyze how	(B) analyze	(B) analyze the	(B) analyze the
describe the main	main character(s)	main character(s)	relationship among	interactions of the	relationships of and	relationships of and	internal and external	major characters'	authors develop	differences in the	moral dilemmas and	moral dilemmas and
character(s);	and the reasons for	and how their	the major and minor	characters and the	conflicts among the	conflicts among	responses of	qualities influence	complex yet	characters' moral	quandaries presented	quandaries presented
	their actions;	feelings and actions	characters;	changes they	characters;	static and dynamic	characters develop	the resolution of the	believable characters	dilemmas in works	in works of fiction as	in works of fiction as
		change;		undergo;		characters;	the plot;	conflict and the	in works of fiction	of fiction across	revealed by the	revealed by the
								theme;	through a range of	different countries or	underlying	underlying
									literary devices,	cultures;	motivations and	motivations and
									including character		behaviors of the	behaviors of the
									foils;		characters;	characters;
(C) identify the	(C) identify and	(C) identify and	(C) identify and	(C) identify and	(C) analyze plot	(C) analyze plot	(C) analyze plot	(C) analyze texts	(C) analyze non-	(C) analyze isolated	(C) analyze how	(C) analyze how
•	understand plot	understand plot	understand plot	understand plot	elements including	-	elements including	with one or more	linear plot	scenes and their	complex plot	complex plot
_	elements including	elements including	elements including	elements including	rising action, climax,	rising action, climax,		subplot; and	development such as		structures such as	structures such as
including the main	J	the main events, the	the sequence of	the rising action,	falling action, and	falling action,	foreshadowing to		flashbacks,			
•	problem, and the	problem, and the	-	climax, falling	resolution; and	_	advance the plot;		foreshadowing,	a whole; and	such as	such as
and the resolution	-	resolution for texts	and the resolution;	action, and			and		subplots, and parallel		foreshadowing,	foreshadowing,
	read aloud and	read aloud and	and	resolution; and		as flashback; and			plot structures and		flashbacks, and	flashbacks, and
and		independently; and		, , , , ,		, , ,			compare it to linear		suspense function	suspense function
	1 3/	1 3/							plot development;		and advance the	and advance the
									and		action in a work of	action in a work of
											fiction: and	fiction: and
(D) identify the	(D) describe the	(D) describe the	(D) explain the	(D) explain the	(D) analyze the	(D) compare and	. ,	(D) analyze how the	* *	` '	(D) describe how	(D) evaluate the
setting.	setting.	importance of the	influence of the		influence of the	contrast historical	•	setting influences the			•	impact of setting(s)
		setting.	setting on the plot.	setting, including	setting, including	and cultural settings	values and beliefs of	theme.	on both character	on both character		and how setting
				historical and	historical and	across texts.	characters.		development and	development and	economic context.	reflects historical,
				_	cultural settings, on				plot structure.	plot structure.		social and economic
				the plot.	the plot.							aspects of a story.

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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39

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

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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(9)	(9)	(9)	(9)	(9)	(9)	(8)	(8)	(8)	(7)	(7)	(7)	(7)
(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate	(A) demonstrate
knowledge of well	knowledge of well	knowledge of well	knowledge of well	knowledge of well	knowledge of well	knowledge of	knowledge of	knowledge of				
known children's	known children's	known children's	known children's	known children's	known children's	literary genres such	literary genres such	literary genres such	American, British,	American, British,	American, British,	American, British,
literature, including	literature such as	literature such as	literature such as	literature such as	literature such as	as realistic fiction,	as realistic fiction,	as realistic fiction,	and world literature	and world literature	and world literature	and world literature
folktales, fables,	folktales, fables,	folktales, fables, and	folktales, fables,	folktales, fables,	folktales, fables,	adventure stories,	adventure stories,	adventure stories,	across literary	across literary	across literary	across literary
fairy tales, and	fairy tales, and	fairy tales;	fairy tales, legends	legends, myths, and	legends, myths, and	historical fiction,	historical fiction,	historical fiction,	periods;	periods;	periods;	periods;
nursery rhymes;	nursery rhymes;		and myths;	tall tales;	tall tales;	mysteries, humor,	mysteries, humor,	mysteries, humor,				
						and myths;	myths, fantasy, and	fantasy, science				
							science fiction;	fiction, and short				
(B) identify rhyme	(B) identify rhyme,	(B) identify rhyme,	(B) identify sound	(B) identify	(B) identify sound	(B) distinguish	(B) identify	(B) compare and	(B) analyze the	(B) analyze the	(B) analyze the	(B) analyze
and rhythm in	rhythm, and	rhythm, and	effects such as	figurative language	effects such as	between the poet and	•	contrast different	structure or prosody	effects of metrics,	changes in sound,	relationships among
nursery rhymes and	repetition in a	repetition in a	alliteration,	such as simile,	alliteration,	the speaker in the	rhyme scheme,	poetic forms such as	• •	rhyme schemes such	•	open/closed poetic
familiar and	variety of poems;	variety of poems;	onomatopoeia, and	metaphor, and	onomatopoeia, and	poem;	meter, stanzas, and	epic poetry, lyric	rhyme scheme and	as end, internal,	language, graphics,	forms, stanzas, line
traditional poems;	variety of poems,	variety of poems,	rhyme scheme;	personification that	rhyme scheme and	povin,	line breaks;	poetry, and	graphic elements	slant, and eye, and	and dramatic	breaks, speaker, and
traditional poems,			my me seneme,	the poet uses to	figurative language		mic oreans,	humorous poetry;	such as line length,	other conventions in		sound devices in a
				create images;	such as simile,			numorous poetry,	punctuation, and	poetry;	across literary time	variety of poetic
				create images,	metaphor, and			·	word position in	poetry,	periods;	texts;
					personification;				poetry;		perious,	torus,
					personnicution,				poery,			
(C) participate in	(C) identify the	(C) identify the	(C) identify the	(C) identify the	(C) identify the	(C) identify the	(C) describe how	(C) describe how	(C) describe how a	(C) identify and	(C) explain how the	(C) analyze and
and identify main	elements of a play	elements of a play	elements of a play	elements of a play	elements of a play	elements of a play,	playwright(s)	playwright(s)	playwright develops	explain the function	relationships among	evaluate how the
characters in a play;	such as characters	such as characters,	such as characters,	such as characters,	such as characters,	including acts,	develop characters	develop dramatic	dramatic action	of archetypes and	the dramatic	relationships among
	and setting;	dialogue, and	dialogue, setting, and	dialogue, setting,	dialogue, setting,	scenes, stage	through the dialogue	action through the	through the use of	motifs;	elements advances	the
		setting;	acts;	acts, and scenes;	acts, and scenes;	directions, and	and staging of their	use of acts and	dialogue, soliloquies	,	the plot;	dramatic elements
						scripted dialogue;	plays;	scenes;	and stage directions;		•	advance the plot;
(2)												
(D) recognize	(D) recognize	(D) recognize	(D) recognize	(D) recognize	(D) recognize	(D) recognize	(D) recognize	(D) recognize	(D) describe	(D) analyze	(D) analyze	(D) develop criteria
characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	to evaluate
structures of	structures of	structures of	structures of	structures of	structures of	structures of	structures of	structures of	structural elements	structural elements	structural elements	characteristics and
informational text,	informational text,	informational text,	informational text,	informational text,	informational text,	informational text,	informational text,	informational text,	of informational	of informational	of informational	structural elements
including:	including:	including:	including:	including:	including:	including:	including:	including:	texts such as:	texts such as:	texts such as:	of informational
(i) the central or	(i) the central or	(i) the central or	(i) the central idea	(i) the central idea	(i) the central idea	(i) the controlling	(i) the controlling	(i) the controlling	(i) clear thesis,	(i) clear thesis,	(i) clear thesis,	texts such as: (i) clear thesis,
main idea, with	main idea, with	main idea, with	(1) the central fuea	(1) the central luca	(i) the central idea	idea or thesis;	idea or thesis;	idea or thesis;	relevant supporting	relevant supporting	relevant supporting	relevant supporting
	teacher support	teacher support				idea of tilesis,	idea of thesis,	idea of tilesis,		evidence, pertinent		
teacher support	teacher support	teacher support							evidence, pertinent	•	evidence, pertinent	evidence, pertinent
									examples, and	examples, and conclusion; and	examples,	examples,
									conclusion; and	conclusion; and	commentary,	commentary,
											summary and	summary and conclusion; and
											conclusion; and	conclusion; and
							_					

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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
ii) titles and simple	(ii) features and	(ii) features and	(ii) features such as	(ii) features such as	(ii) features such as	(ii) features such as	(ii) graphic and text	(ii) footnotes,				
graphics to gain	simple graphics to	graphics to locate	sections, tables,	pronunciation guides	insets, timelines, and	introduction,	features;	endnotes, and				
nformation; and	locate or gain	and gain	graphs, bullets,	and diagrams to	sidebars to support	foreword, preface,		citations; and				
	information; and	information; and	numbers, bold and	support	understanding of	references, or						
			italicized font to	understanding of the	text; and	acknowledgements						
			support	text; and		to gain background						
			understanding of the	,		information of the						
			text; and			text; and						
iii) the steps in a	(iii) temporal	(iii) chronological	(iii) cause and effect	(iii) compare and	(iii) logical order and	(iii) organizational	(iii) organizational	(iii) multiple	(ii) multiple	(ii) the relationship	(ii) the relationship	(ii) the relationship
equence, with adult	sequence and	order and cause and	and problem and	contrast; and	order of importance;	patterns such as	patterns that support	organizational	organizational	between	between	between
assistance; and	description; and	effect stated	solution; and		and	definition,	multiple topics,	patterns within a text	patterns within a text	organizational	organizational	organizational
	_	explicitly; and				classification,	categories, and	to develop the thesis;	to develop the thesis:	design and thesis;	design and thesis;	design and author's
		•				advantage, and	subcategories; and	and	and	and	and	purpose; and
						disadvantage			<b>*</b>			• •
(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) recognize	(E) describe	(E) analyze	(E) analyze	(E) develop criteria
characteristics of	characteristics of	characteristics of	characteristics and	` '	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	•	characteristics and	to evaluate
persuasive text, with	persuasive text, with	persuasive text.	structures of	structures of	structures of	structures of	structures of	structures of	structural elements	structural elements	structural elements	characteristics and
	adult assistance and		argumentative text		argumentative text	argumentative text	argumentative text	argumentative text	of argumentative		of argumentative	structural elements
	the author state what the author author is trying to by:  o persuade is trying to persuade persuade the reader  by:  by:  by:  by:  by:	•	by:	texts such as:	texts such as:	texts such as:	of argumentative					
		oy.	oy.	oy.	oy.	oj.	texts such us.	texts such us.	texts such as.	texts such as:		
	the reader to think or	-										texts such as.
do.	do.	to tillik of do.										
uo.	do.											
			(i) identifying the	(i) identifying the	(i) identifying the	(i) identifying the	(i) identifying the	(i) identifying the	(i) clear arguable	(i) clear arguable	(i) clear arguable	(i) clear arguable
			claim;	claim;	claim;	claim;	claim	claim and analyzing	claim, appeals, and	- · · · · · · · · · · · · · · · · · · ·	thesis, appeals,	thesis, appeals,
			,	,				the argument;	convincing	convincing	structure of the	structure of the
								, , , , , , , , , , , , , , , , , , ,	conclusion;	conclusion;	argument, and	argument, and
									001101001011,	concretion,	convincing	convincing
											conclusion:	conclusion:
			(ii) distinguishing	(ii) explaining how	(ii) explaining how	(ii) explaining how	(ii) explaining how	(ii) identifying and	(ii) counter	(ii) counter	(ii) counter	(ii) counter
			facts from opinion;			the author uses	the author uses	explaining the	arguments, types of	arguments, types of	arguments,	arguments,
			and	facts for an	facts for or against		various types of	counter-argument;	evidence,	evidence,	concessions, and call	•
					an argument; and	evidence to support	* *	and		concessions, and call		to action; and
				<i>3.</i> 1 1, 2222	3	the argument; and	consideration of	-	to action; and	to action; and	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,
							alternatives to		,	,		
							support the					
							argument: and					
			(iii) identifying the	(iii) identifying the	(iii) identifying the	(iii) identifying the	(iii) identifying the	(iii) identifying the	(iii) identifiable	(iii) identifiable	(iii) identifiable	(iii) identifiable
			intended audience or	intended audience or	intended audience or	intended audience or	intended audience or	intended audience or	audience or reader.	audience or reader.	audience or reader.	audience or reader.
			reader.	reader.	reader.	reader.	reader.	reader.				

Author's Craft: Listening, Speaking, Reading and Writing using Multiple Texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(10)	(10)	(10)	(10)	(10)	(10)	(9)	(9)	(9)	(8)	(8)	(8)	(8)
(A) listen to and	(A) listen to and	(A) identify the use	(A) identify sound	` '	(A) describe the use	(A) explain the	(A) explain the	(A) explain the	(A) identify and	(A) identify and	(A) analyze the use	(A) develop criteria
experience the	experience the	of literal and	devices such as	of sound devices	of literal and	purpose of figurative	purpose of figurative			analyze the use of	of paradox, satire	to evaluate paradox
author's use of	author's use of	figurative language;	rhyme and	such as alliteration	figurative language	language including	language including	language including	extended metaphor,	allusions and motif;	and allegory; and	satire, and allegory;
repetition within	repetition within	and	onomatopoeia; and	and assonance, and	such as	metaphor, simile,	metaphor, simile,	imagery and	paradox, irony and			
literary texts; and	literary texts; and		literal and figurative	other forms of	personification and	personification, and	personification, and	symbolism;	oxymoron;			
			language such as	figurative language;	imagery;	imagery;	imagery;					
			simile and metaphor;					· ·				
			and									
(B) listen to and	(B) listen to and	(B) identify the use	(B) identify the use	(B) identify and	(B) identify and	(B) identify the use		(B) identify and				
expeience first and	expeience first and	of first or third	of literary devices		understand the use of	•	of literary devices	analyze the use of				
third person text.	third person text.	person in a text.	including first or	literary devices	literary devices	_	including subjective		· ·			
			third person point of	_	including first or	•	and objective point	including multiple				
			view.		third person point of	view to achieve a	of view;	points of view and				
				view; and	view; and	specific purpose;		irony;				
						(5) 11 12	(5) (1)	10011	(8)		(2)	
						(C) identify and	(C) identify and	(C) identify how the	•	(C) identify and	(C) analyze and	(C) analyze and
						describe the mood	describe the mood	author's language	analyze how the	analyze how the	interpret how the	evaluate how the
						created in a text; and	created in a text; and				author's diction and	author's diction and
								mood and tone of a	•	syntax contribute to	•	•
								text; and		the mood, voice, and	· · · · · · · · · · · · · · · · · · ·	
									tone of a text; and	tone of a text; and	tone of a text; and	tone of a text; and
				(D) : 1 - : 5 - 4	(D) 11 116 1	(D) 11 116 1	(5) 11 16 1	(D) : 1 -: C - 1	(D) 1: 1	(D) 11 116 1	(P) : 1 .: C . 1	(B) : 1 .: c . 1
				(D) identify the use	(D) identify and	(D) identify and	(D) identify and	(D) identify and	(D) explain the	(D) identify and	(D) identify and	(D) identify and
				of hyperbole.	explain the purpose	explain the	explain loaded	explain the use of	difference between	analyze the use of	analyze the use of	analyze use of
					of hyperbole.			<b>1</b>	rhetorical devices	rhetorical devices	rhetorical devices	rhetorical devices
						the use of hyperbole			and logical fallacies.		including analogy,	including analogy,
						and sarcasm in texts.	arguments.	and sweeping		understatement,	antithesis, and shifts.	,
								generalizations.		overstatement,		syllogism.
										parallelism, and		
										shifts.		

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

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(11)	(11)	(11)	(11)	(11)	(11)	(10)	(10)	(10)	(9)	(9)	(9)	(9)
(A) plan by	(A) plan a first draft by generating ideas		(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of
(D) develop des fee in	(D) develop desfecto	(D) develop destin	brainstorming, freewriting, and mapping;	such as brainstorming, freewriting, and mapping;	such as brainstorming, freewriting, and mapping;	range of strategies such as discussion, background reading, and personal interests;	range of strategies such as discussion, background reading, and personal interests;	range of strategies such as discussion, background reading, and personal interests;	or discussing;	strategies such as brainstorming, journaling, reading, or discussing;	strategies such as brainstorming, journaling, reading, or discussing;	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:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
	(i) organizing with structure; and	(i) organizing with structure; and	(i) organizing with purposeful structure including an introduction and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to- paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to- paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to- paragraph coherence, and conclusion; and	= =	including a strategic introduction,	including a strategic introduction,	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence- to-sentence coherence, and conclusion; and
	(ii) developing an idea with specific and relevant details;	(ii) developing an idea with specific and relevant details;	(ii) developing an engaging idea with relevant details;		(ii) developing an engaging idea 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, commentary, and relevance;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, commentary, and relevance;
(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	and rearranging	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	clarity, development, organization, style, word choice, and			•	clarity, development, organization, style,	clarity, development, organization, style,	

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110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
	(D) edit drafts using	(D) edit drafts using		(D) edit drafts using	(D) edit drafts using	(D) edit drafts using	(D) edit drafts using	(D) edit drafts using	(D) edit drafts using	- · ·	(D) edit drafts using	(D) edit drafts using
	standard English	standard English	•	standard English	standard English	standard English	standard English	standard English	standard English	standard English	standard English	standard English
· ·	conventions,	conventions,		conventions,	conventions,	conventions	conventions,	conventions	conventions	conventions	conventions,	conventions
•	including:	including:	including:	including:	including:	including:	including:	including:	including:	including:	including:	including:
including:												
	(i) complete	(i) complete	(i) complete simple	(i) complete simple	(i) complete simple	= =	(i) complete complex	-	(i) a variety of	(i) a variety of	(i) a variety of	(i) a variety of
sentences;	sentences with	sentences with	and compound	and compound	and compound	sentences with	sentences with	complex and	complete sentences	complete sentences	complete sentences	complete sentences
	subject-verb	subject-verb	sentences with	sentences with	sentences with	subject-verb	subject-verb	compound-complex	and avoidance of	and avoidance of	and avoidance of	and avoidance of
	agreement;	agreement;	subject-verb	subject-verb	subject-verb	agreement;	agreement;	sentences;	splices, run-ons, and	-	unintentional splices,	unintentional splice
			agreement;	agreement;	agreement;				fragments;	fragments;	run-ons, and	run-ons, and
											fragments;	fragments;
* *	(ii) past and present		(ii) past, present, and	(ii) irregular verbs;	(ii) irregular verbs;	(ii) consistent verb	(ii) consistent verb	(ii) consistent verb	(ii) consistent,	(ii) consistent,	(ii) consistent,	(ii) consistent,
	verbs;	future verbs;	future verb;			tenses;	tenses;	tenses;	appropriate use of	appropriate use of	appropriate use of	appropriate use of
									verb tense and	verb tense and	verb tense and	verb tense and
									active and passive	active and passive	active and passive	active and passive
									voice;	voice;	voice, and mood;	voice, and mood;
-			(iii) singular, plural,			;						
plural nouns;	common, and proper	common, and proper	common, and proper									
	nouns;	nouns;	nouns;	nouns;								
=	(iv) descriptive	(iv) descriptive	•	(iv) descriptive	(iv) descriptive							
adjectives;	adjectives;	adjectives and	limiting adjectives;		adjectives including							
		articles;		their comparative	their comparative							
				and superlative	and superlative							
	( ) . 1 . 1 . 41 . 4	( ) . 1 1 1 1	( ) . 1 . 1 . 1	forms;	forms;	(''')	(''')					
	(v) adverbs that	(v) adverbs that		(v) adverbs that	(v) adverbs that	(iii) conjunctive	(iii) conjunctive					
	convey time;	convey time;	convey time and	convey frequency	convey frequency	adverbs;	adverbs;					
	( ')	( ') ' 1	manner;	and intensity;	and intensity;	(; )	(' ) ' <sub>4</sub> ' 1	/'''\ '.'' 1				
	(vi) prepositions;	(vi) prepositions and				(iv) prepositions and						
		prepositional	prepositional	prepositional phrases		prepositional phrases						
		phrases;	phrases;		and their influence	and their influence	and their influence	and their influence				
					on subject-verb	on subject-verb	on subject-verb	on subject-verb				
					agreement;	agreement;	agreement;	agreement;				
(v) subjective case	(vii) subjective case	(vii) objective case	(vii) possessive	(vii) reflexive	(vii) indefinite	(v) indefinite	(v) relative	(iv) relative	(iii) pronoun -	(iii) pronoun -		
pronouns;					propounce	nronoung			antecedent	antecedent		
	pronouns;	pronouns;	pronouns;	pronouns;	pronouns;	pronouns;	pronouns;	pronouns;	antecedent			
	pronouns;	pronouns;	pronouns;	pronouns;	pronouns,	pronouns,	pronouns;	pronouns;	agreement;	agreement;		
	pronouns;	pronouns;			(viii) correlative	(vi) subordinating	(vi) subordinating	pronouns;				
	pronouns;	pronouns;	(viii) coordinating	(viii) coordinating		(vi) subordinating	(vi) subordinating					
	pronouns;	pronouns;	(viii) coordinating conjunctions	(viii) coordinating	(viii) correlative	(vi) subordinating	(vi) subordinating					
	pronouns;	pronouns;	(viii) coordinating conjunctions to form compound	(viii) coordinating conjunctions to form	(viii) correlative conjunctions such as either/or,	(vi) subordinating conjunctions such as	(vi) subordinating conjunctions such as					
	pronouns;	pronouns;	(viii) coordinating conjunctions to form compound	(viii) coordinating conjunctions to form compound	(viii) correlative conjunctions such as either/or,	(vi) subordinating conjunctions such as after,	(vi) subordinating conjunctions such as since, while, until to					
	pronouns;	pronouns;	(viii) coordinating conjunctions to form compound predicates, subjects,	(viii) coordinating conjunctions to form compound predicates, subjects,	(viii) correlative conjunctions such as either/or,	(vi) subordinating conjunctions such as after, because,	(vi) subordinating conjunctions such as since, while, until to form complex					
	pronouns;	pronouns;	(viii) coordinating conjunctions to form compound predicates, subjects,	(viii) coordinating conjunctions to form compound predicates, subjects,	(viii) correlative conjunctions such as either/or,	(vi) subordinating conjunctions such as after, because, although, and if to	(vi) subordinating conjunctions such as since, while, until to form complex					
(vi) capitalization of		(viii) capitalization	(viii) coordinating conjunctions to form compound predicates, subjects,	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) correlative conjunctions such as either/or, neither/nor;	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences;	(vi) subordinating conjunctions such as since, while, until to form complex sentences;				(iii) correct	(iii) correct
•	(viii) capitalization	(viii) capitalization	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) correlative conjunctions such as either/or, neither/nor;	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences;	(vi) subordinating conjunctions such as since, while, until to form complex sentences;		agreement;	agreement;	(iii) correct capitalization;	(iii) correct capitalization;
the first letter in a	(viii) capitalization	(viii) capitalization	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of historical periods,	(viii) correlative conjunctions such as either/or, neither/nor;	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences; (vii) capitalization of	(vi) subordinating conjunctions such as since, while, until to form complex sentences;	(v) correct	agreement;  (iv) correct	agreement;  (iv) correct		
the first letter in a sentence and name;	(viii) capitalization for the beginning of	(viii) capitalization of months, days of	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of official titles of people, holidays, and	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of historical periods,	(viii) correlative conjunctions such as either/or, neither/nor;  (ix) capitalization of abbreviations, initials, acronyms,	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences; (vii) capitalization of proper nouns	(vi) subordinating conjunctions such as since, while, until to form complex sentences;	(v) correct	agreement;  (iv) correct	agreement;  (iv) correct		
the first letter in a sentence and name;	(viii) capitalization for the beginning of sentences and the	(viii) capitalization of months, days of the week, and the	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of official titles of people, holidays, and	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of historical periods, events and	(viii) correlative conjunctions such as either/or, neither/nor;  (ix) capitalization of abbreviations, initials, acronyms,	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences; (vii) capitalization of proper nouns including abbreviations,	(vi) subordinating conjunctions such as since, while, until to form complex sentences;	(v) correct	agreement;  (iv) correct	agreement;  (iv) correct		
the first letter in a sentence and name;	(viii) capitalization for the beginning of sentences and the	(viii) capitalization of months, days of the week, and the salutation and conclusion of a	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of official titles of people, holidays, and geographical names	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of historical periods, events and documents; titles of books; stories and	(viii) correlative conjunctions such as either/or, neither/nor;  (ix) capitalization of abbreviations, initials, acronyms,	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences; (vii) capitalization of proper nouns including abbreviations, initials, acronyms,	(vi) subordinating conjunctions such as since, while, until to form complex sentences;	(v) correct	agreement;  (iv) correct	agreement;  (iv) correct		
the first letter in a sentence and name;	(viii) capitalization for the beginning of sentences and the	(viii) capitalization of months, days of the week, and the salutation and	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of official titles of people, holidays, and geographical names	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;  (ix) capitalization of historical periods, events and documents; titles of	(viii) correlative conjunctions such as either/or, neither/nor;  (ix) capitalization of abbreviations, initials, acronyms,	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences; (vii) capitalization of proper nouns including abbreviations,	(vi) subordinating conjunctions such as since, while, until to form complex sentences;	(v) correct	agreement;  (iv) correct	agreement;  (iv) correct		

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
(vii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	(ix) end punctuation and apostrophes; and	marks including apostrophes in contractions and	and quotation marks	(x) punctuation marks including commas in compound sentences and quotation marks in dialogue; and		(viii) commas in compound and complex sentences and after transitions, introductory words, and phrases;	110.24 (vi) commas in nonrestrictive phrases and clauses;	110.36 (v) commas to set off infinitive and participle phrases;	f (v) commas to set off infinitive and participle phrases;		(iv) commas to set off absolute, gerund, infinitive and participle phrases;
							(ix) semicolons when appropriate;	n (vii) semicolons, colons, and parentheses when appropriate;	closely related	(vi) semi-colons to indicate a relationship between closely related independent clauses;	closely related independent clauses	(v) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
					(xi) proper mechanics including italics and underlining for titles and emphasis; and	and emphasis;			(vii) dashes, colons, parentheses, brackets, and ellipses; and	(vii) dashes, colons, parentheses, brackets, and ellipses; and	(vi) dashes, colons, parentheses, brackets, and ellipses; and	(vi) dashes, colons, parentheses, brackets, and ellipses; and
						(x) correct punctuation of dialogue; and	(x) correct punctuation of dialogue and citation(s); and	(viii) correct punctuation of dialogue and citation(s); and				
						(xi) correct spelling; including commonly confused terms such as its and it's and affect and effect; and	and	(ix) correct spelling; and	(viii) correct spelling; and	(viii) correct spelling; and	(vii) correct spelling; and	(vii) correct spelling; and
(E) share writing.	(E) publish and share writing.	e (E) publish and share writing.	e (E) publish written work for appropriate audiences.	` ' <b>*</b>	=	(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.	· / 1	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
Composition Liste	ening, Speaking, Rea	ding and Writing usi	ng Multiple Texts [0	Genres]. The student	uses genre characte	eristics and craft to c	compose multiple tex	xts that are meaning	ful. The student is ex	spected to:		_
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(12) (A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts including personal narratives and poetry;	texts such as	(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;	texts such as	(11) (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	texts such as fiction, and poetry using	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;	texts such as fiction, and poetry using	texts such as fiction, and poetry using
(B) dictate or compose informational texts; and	(B) dictate or compose informational texts, including procedural; and	(B) compose informational texts, procedural and reports; and	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts using genre characteristics and craft;	convey information about a topic using	convey information about a topic using	(B) compose informational texts including multi-t paragraph essays that convey information about a topic using genre characteristics		such personal or	(B) compose informational texts such as resumes and personal and informative essays using genre characteristics and	(B) compose informational texts such as resumes and personal and informative essays using genre characteristics 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 argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose multi- paragraph	(C) compose multi- paragraph	(C) compose multi- paragraph argumentative texts; and	(C) compose argumentative texts;	(C) compose argumentative texts; and	(C) compose	(C) compose
	(C) dictate or compose correspondence.	(C) compose correspondence.	-	(D) compose correspondence that requests information.	±	-	(D) compose correspondence that reflects an opinion, registers a complaint, or	(D) compose correspondence that reflects an opinion, registers a complaint, or	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure; and	(D) compose correspondence in a professional or friendly structure; and
											(E) compose rhetorical analysis using genre characteristics and	(E) compose literary analysis using genre characteristics and craft.

## Strand 7

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 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
13)	(13)	(13)	(13)	(13)	(13)	(12)	(12)	(12)	(11)	(11)	(11)	(11)
(A) generate questions	(A) generate questions	(A) generate questions	(A) generate questions	(A) generate and	(A) generate and	(A) generate student-	(A) generate student-	(A) generate student-	(A) develop student-	(A) develop student-	(A) develop student-	(A) develop student-
or formal and informa	l for formal and informal	l for formal and informal	on a topic for formal	clarify questions on a	clarify questions on a	selected and teacher-	selected and teacher-	selected and teacher-	selected questions for	selected questions for	selected questions for	selected questions fo
nquiry with adult	inquiry with adult	inquiry with adult	and informal inquiry;	topic for formal and	topic for formal and	guided questions for	guided questions for	guided questions for	formal and informal	formal and informal	formal and informal	formal and informal
assistance;	assistance;	assistance;		informal inquiry;	informal inquiry;	formal and informal	formal and informal	formal and informal	inquiry;	inquiry;	inquiry;	inquiry;
						inquiry;	inquiry;	inquiry;				
									(B) critique the	(B) critique the	(B) critique the	(B) critique the
									research process at	research process at	research process at	research process at
									each step to implement		each step to implement	each step to impleme
									occurs and is	changes as the need occurs and is	changes as the need occurs and is	changes as the need occurs and is
									identified;	identified;	identified;	identified;
			(B) develop and follow	(B) develop and follow	(B) develop and follow	(B) develop and revise	(B) develop and revise	(B) develop and revise		(C) develop and revise	<u> </u>	<u> </u>
			a research plan with	a research plan with	a research plan with	a plan;	a plan;	a plan;	a plan;	a plan;	a plan;	a plan;
			teacher support;	teacher support;	teacher support;	F,		.,	F,	F,	F,	<sub>F</sub> ,
-			* *	**	**	(C) refine the major	(C) refine the major	(C) refine the major	(D) modify the major	(D) modify the major	(D) modify the major	(D) modify the major
						research question, if	research question, if	research question, if	research question as	research question as	research question as	research question as
						necessary, guided by	necessary, guided by	necessary, guided by	necessary to refocus	necessary to refocus	necessary to refocus	necessary to refocus
						the answers to a	the answers to a	the answers to a	the research plan;	the research plan;	the research plan;	the research plan;
						secondary set of	secondary set of	secondary set of				
						questions;	questions;	questions;				
from a variety of resources with adult in	· · · · · · · · · · · · · · · · · · ·	(B) identify and gather	• •	· · · · · · · · · · · · · · · · · · ·	• • •			-	(E) locate relevant	(E) locate relevant	(E) locate relevant	(E) locate relevant
	relevant sources and	relevant sources and		relevant information	relevant information	relevant information	relevant information	relevant information	sources;	sources;	sources;	sources;
		information to answer	from a variety of	from a variety of	from a variety of	from a variety of	from a variety of	from a variety of				
assistance;	the questions with	the questions;	sources;	sources;	sources;	sources;	sources;	sources;				
	adult assistance;											
(0) 1	(C) 1	(C) : 1 .:f :	(D) : 1 +: C :	(D) :1 4:C :	(D) 1 ( 1	(E) 1:00 (; )	(E) 1:66 4:4	(E) 1.00 · · ·				
(C) demonstrate understanding of	(C) demonstrate understanding of	(C) identify primary	(D) identify primary and secondary sources;	(D) identify primary	(D) understand	(E) differentiate between primary and	(E) differentiate between primary and	(E) differentiate between primary and				
information gathered	information gathered	and secondary sources,	and secondary sources,	and secondary sources,	and secondary sources;		secondary sources;	secondary sources;				
with adult assistance;	with adult assistance;	and			and secondary sources,	secondary sources,	secondary sources,	secondary sources,				
and	and											
			(E) recognize the	(E) recognize the	(E) differentiate							
			difference between	difference between	between paraphrasing							
			paraphrasing and	paraphrasing and	and plagiarism when							
			plagiarism when using	plagiarism when using	using source materials;							
			source materials;	source materials;								
						(E) :		(F)	(E) :		(E) :	(E) :
						(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;	(i) reliability;	(i) reliability;		(i) validity, reliability,		
				\		(.) Tollwollity,	(1) Tomornity,	(1) Tellability,	and accuracy;	and accuracy;	and accuracy;	and accuracy;
									,,	,	,	,
						(ii) bias; and	(ii) bias; and	(ii) bias, including	(ii) bias including	(ii) bias including	(ii) bias; and	(ii) bias; and
								omission; and	omission; and	omission; and		
						(iii) faulty reasoning,	(iii) faulty reasoning,	(iii) faulty reasoning,	(iii) faulty reasoning	(iii) faulty reasoning	(iii) faulty reasoning	(iii) faulty reasoning
						such as hyperbole,	such as hyperbole,	such as bandwagon	such as ad hominem,	such as incorrect	such as post hoc-ad	such as straw man,
							emotional appeals, and			premise, hasty	hoc, circular reasoning.	•
						stereotype;	stereotype;	loaded language;	slippery slope;	generalizations, and either-or;	red herring, and	analogies, and non-
											assumptions;	sequitur;
						(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize
						information from a	information from a	information from a	information;	information;	information;	information;
						variety of sources;	variety of sources;	variety of sources;				

Strand 7	English Language Arts and Reading
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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
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
			(F) create a work cited	(F) develop a	(F) develop a	(H) display academic						
			page; and	bibliography; and	bibliography; and	citations and use						
						source materials						
						ethically; and						
(D) use an appropriate	e (D) use an appropriate	(D) use an appropriate	(G) use an appropriate	(G) use an appropriate	(G) use an appropriate	(I) use an appropriate						
mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,	mode of delivery,
whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,	whether written, oral,
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present results.	present results.	present results.	present results.	present results.	present results.	present results.	present results.	present results.	present results.	present results.	present results.	present results.