## 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:

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<th>Strand</th>
<th>Kindergarten</th>
<th>Grade 1</th>
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<th>ESOL I</th>
<th>ESOL II</th>
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<tr>
<td>(A)</td>
<td>listen actively and ask questions to understand information;</td>
<td>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</td>
<td>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</td>
<td>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</td>
<td>(A) listen actively, ask clarifying questions, and respond appropriately;</td>
<td>(A) listen actively to interpret a message by summarizing, asking questions, and making comments when appropriate;</td>
<td>(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;</td>
<td>(B) follow oral directions that involve a short related sequence of actions;</td>
<td>(B) follow, restate, and give oral instructions that involve a short related sequence of actions;</td>
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<td>(C) share information and ideas by speaking audibly and clearly using the conventions of language;</td>
<td>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</td>
<td>(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</td>
<td>(C) express coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</td>
<td>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</td>
<td>(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;</td>
<td>(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;</td>
<td>(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;</td>
<td>(D) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;</td>
<td>(E) develop social communication and produce oral language in contextualized and purposeful ways; and</td>
<td>(F) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;</td>
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<td>(D) work collaboratively with others to develop a plan of shared responsibilities.</td>
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<td>(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</td>
<td>(E) engage in meaningful discourse and provide and accept constructive feedback from others.</td>
<td>(F) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</td>
<td>(G) listen and respond to critique from peers after an oral presentation; and</td>
<td>(H) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;</td>
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<td>(E) develop social communication such as introducing oneself/herself, using common greetings, and expressing needs and wants.</td>
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<td>(E) develop social communication such as distinguishing between asking and telling.</td>
<td>(E) develop social communication such as conversing politely in all situations.</td>
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<td>(I) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</td>
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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:

(A) demonstrate phonological awareness by:
   (i) recognizing the change in spoken word when a specified phoneme is added, changed or removed;
   (ii) identifying and producing rhyming words;
   (iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
   (iv) identifying the individual words in a spoken sentence;
   (v) identifying syllables in spoken words;
   (vi) blending syllables to form multisyllabic words;
   (vii) segmenting multisyllabic words into syllables;
   (viii) identifying initial and final sounds in simple words;
   (ix) blending spoken phonemes to form one-syllable words;
   (x) blending spoken phonemes to form one-syllable words;
   (xi) blending spoken syllables to form one-syllable words;
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   (xi) blending spoken syllables to form one-syllable words;
   (xii) segmenting spoken one-syllable words into individual phonemes;
   (xiii) segmenting spoken one-syllable words of 3 to 5 phonemes into individual phonemes including words with consonant blends;
### Kindergarten

- (ix) manipulating syllables within a multisyllabic word; and
- (x) segmenting spoken one-syllable words into individual phonemes.

### Grade 1

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with consonant blends and digraphs such as /ch/, /rr/, /ll/ and consonant blends such as /bl/, /br/, /gl/, and /gr/;
  - (iii) recognizing that new words are created when letters or syllables are changed, added, or deleted.

### Grade 2

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) decoding words with a prosodic or orthographic accent;
  - (i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate and last syllable and words with a stress on the syllable before the antepenultimate); (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate and last syllable and words with a stress on the syllable before the antepenultimate);
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate); (iii) decoding and differentiating meaning of word based on the diacritical accent; and (iii) decoding words with hiatus and diphthongs; and

### Grade 3

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);

### Grade 4

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with consonant blends and digraphs such as /ch/, /rr/, /ll/ and consonant blends such as /bl/, /br/, /gl/, and /gr/;
  - (iii) recognizing that new words are created when letters or syllables are changed, added, or deleted.

### Grade 5

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);

### Grade 6

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
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### Grade 7

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);

### Grade 8

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
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### ELLA Grade 7

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
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  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);

### ELLA Grade 8

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
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### ESOL I

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
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  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);

### ESOL II

- (B) demonstrate and apply phonetic knowledge by:
  - (A) demonstrate and apply phonetic knowledge by:
    - (i) identifying and matching sounds to individual letters;
  - (i) decoding words in isolation and in context with all vowel and consonant sounds;
  - (ii) decoding words with multiple sound spelling patterns such as c, k, q and x, soft c and x;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) using orthographic rules to segment and combine syllables, including diphthongs, formal and accented hiatus;
  - (ii) decoding palabras agudas, graves, and esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable and words with the stress on the syllable before the antepenultimate);
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| (v) decoding contractions such as al and de; and (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (iv) decoding words with prefixes and suffixes. (iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words; (v) decoding three to four-syllable words; (v) decoding words with prefixes and suffixes. (v) decoding and differentiating meaning of a word based on a diacritical accent and (vi) using knowledge of base words to decode common compound words; and (vii) using knowledge of base words to decode common compound words and (viii) decoding words with common prefixes and suffixes. (C) demonstrate and apply spelling knowledge by: (C) demonstrate and apply spelling knowledge by: (B) demonstrate and apply spelling knowledge by: (B) demonstrate and apply spelling knowledge by: (B) demonstrate and apply spelling knowledge by:

(i) spelling common letter and sound correlations; and (i) spelling common letter and sound correlations; (i) spelling multi-syllabic words; (i) spelling palabras graves (words with an accent on the penultimate/last syllable); (i) spelling palabras agudas y graves (words with the stress on the penultimate and last syllable) with an orthographic accent; (i) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, last syllable) with words with the stress on the syllable before the antepenultimate syllable; (i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, ultimate/last syllable) and words with the stress on the syllable before the antepenultimate syllable; and (ii) spelling words with common patterns such as CV, CVC, VCV, and CVCV. (ii) spelling words with common patterns such as CV, CVC, VCV, and CVCV; (ii) spelling words with common patterns such as CV, CVC, VCV, and CVCV; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate and last syllable) with a prosodic or orthographic accent; (ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and

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(iii) spelling words with consonant digraphs /ch/, /rr/, /ll/ and consonant blends /bl/, /br/, /gl/; (iii) spelling words with diphthongs and hiatus; and (iii) spelling words with the concept of hiatus and diphthongs and their implications for orthographic accents; (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) that is those with a prosodic or orthographic accent; (iii) spelling words with diphthongs and hiatus; and

(iv) spelling three to four-syllable words; (iv) spelling common abbreviations; and (iv) using accents on words commonly used in questions and exclamations; (iv) spelling words with hiatus and diphthongs; and

(v) spelling contractions such as al and del; (v) spelling words with prefixes and suffixes. (v) spelling words based on the diacritical accent such as se/se, el/el, mas/mas; (v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and

(vi) spelling words with diphthongs such as /ai/, /au/, and /ei/ and hiatus such as le-er, ri-o, que-rio, na-die, ra-dio; and (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and

(vii) spelling words with common prefixes and suffixes. (vii) spelling words with silent "h"; and words that use the syllables qui-, qui-, gu-; gui, and güe-, güi-; (vii) spelling words with hard and soft /r/;

(viii) spelling words that have the same sounds represented by different letters, including "h" and "y"; "c", "k", and "q"; soft c, soft x, s, z, and soft g and x; (ix) spelling words with hard and soft /r/;
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- (ix) spelling words using "n" before "v"; "m" before "b"; and "m" before "p";

- (x) spelling words with consonant blends; and

- (xi) spelling the plural form of words ending in "e" by replacing the "e" with "es".

(D) demonstrate print awareness by:

(i) identifying the front cover, back cover, and title page of a book; and

(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;

(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.

- handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

- handwriting by forming all cursive letters using appropriate strokes when connecting letters.

- writing complete words, thoughts, and answers legibly in print and cursive to complete assignments.

- write legibly in print and cursive.

- write legibly in cursive.

- write complete words, thoughts, and answers legibly.

- write complete words, thoughts, and answers legibly.

- write complete words, thoughts, and answers legibly.

- write complete words, thoughts, and answers legibly.
Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Vocabulary]. The student uses newly acquired vocabulary expressively. The student is expected to:

Kindergarten

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(A) use a resource such as a picture dictionary or digital resource to find words;

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and

(C) identify and use words that name actions, directions, positions, sequences, categories, and locations; and

(D) use affixes, including re-, pre-, -ción,ismo/isma, to determine the meaning of words and subsequently use the newly acquired words; and

(E) use affixes, including re-, pre-, -ción,ismo/isma, to determine the meaning of words and subsequently use the newly acquired words; and

(F) identify and use words that name actions, directions, positions, sequences, categories, and locations; and

(G) identify and use words that name actions, directions, positions, sequences, categories, and locations; and

(H) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

(I) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

(J) use context such as contrast or cause to clarify the meaning of words;

(K) use context such as contrast or cause to clarify the meaning of words;

(L) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots including metro, grafía, scrib-, and port-

(M) determine the meaning and usage of grade-level academic English words derived from Greek and Latin and other languages, including omni, log/ologue, gen, vid/vis, phil, luc, sens/sent, un-, -ly, -er,-or, and -ion/tosion/sion im- (into), non-, dis-, in- (not non), pre-, -ness, -er,-ful (comparative), -est, and -ful;

(N) determine the meaning of foreign words or phrases used frequently in English such as caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, and quid pro quo;

(O) determine the meaning of foreign words or phrases used frequently in English such as caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, and quid pro quo;
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<td>(D) identify use and explain the meaning of antonyms synonyms idioms and homographs in context.</td>
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<tr>
<td>Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to:</td>
</tr>
<tr>
<td>(5) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Self-sustained reading]. The student reads grade-appropriate text independently. The student is expected to:</td>
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### 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:

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<tr>
<th>Grade Level</th>
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<tr>
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<td>(A) monitor comprehension when understanding breaks down.</td>
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<tr>
<td>Grade 3</td>
<td>(A) monitor comprehension when understanding breaks down.</td>
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<tr>
<td>Grade 4</td>
<td>(A) monitor comprehension and make adjustments when understanding breaks down.</td>
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<tr>
<td>Grade 5</td>
<td>(A) monitor comprehension and make adjustments when understanding breaks down.</td>
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<tr>
<td>Grade 6</td>
<td>(A) monitor comprehension and make adjustments when understanding breaks down.</td>
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<td>Grade 7</td>
<td>(A) monitor comprehension when understanding breaks down.</td>
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<td>Grade 8</td>
<td>(A) monitor comprehension when understanding breaks down.</td>
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<tr>
<td>Grade 9</td>
<td>(A) monitor comprehension and make adjustments when understanding breaks down.</td>
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<tr>
<td>Grade 10</td>
<td>(A) monitor comprehension and make adjustments when understanding breaks down.</td>
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</table>

- **(A)** establish purpose for reading assigned and self-selected texts with adult assistance;
- **(B)** generate questions about text before, during, and after reading to deepen understanding and gain information about text before, during, and after reading to deepen understanding and gain information;
- **(C)** make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- **(D)** create mental images to deepen understanding;
- **(E)** make connections to personal experiences, to ideas in other texts, and to the larger community;
- **(F)** make inferences and use evidence to support understanding;
- **(G)** evaluate information and use evidence to support understanding;
- **(H)** synthesize information to create new understanding and structures;
- **(I)** monitor comprehension and make adjustments when understanding breaks down.

The student uses evidence to support understanding with adult assistance; and makes adjustments,

- **(I)** monitor comprehension when understanding breaks down.
- **(H)** synthesize information to create new understanding and structures;
- **(G)** evaluate information and use evidence to support understanding;
- **(F)** make inferences and use evidence to support understanding;
- **(E)** make connections to personal experiences, to ideas in other texts, and to the larger community;
- **(D)** create mental images to deepen understanding;
- **(C)** make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- **(B)** generate questions about text before, during, and after reading to deepen understanding and gain information.

The student is expected to:

- **(A)** establish purpose for reading assigned and self-selected texts;
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### Response Skills: Listening, Speaking, Reading, and Writing using Multiple Texts.

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe the personal and emotional connections to a variety of sources;
- (B) provide an oral or pictorial response to a text;
- (C) use text evidence to support an appropriate response;
- (D) interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
- (E) use newly acquired vocabulary as appropriate.

#### Kindergarten

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### Grade 1

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### Grade 2

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### Grade 3

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### Grade 4

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### Grade 5

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### Grade 6

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### ELLA Grade 7

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### ELLA Grade 8

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### ESOL I

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

#### ESOL II

- **Response Skills:**
  - Listening, Speaking, Reading, and Writing using Multiple Texts.
  - The student responds to increasingly challenging variety of sources that are read, heard, or viewed.
  - The student is expected to:
    - Describe the personal and emotional connections to a variety of sources;
    - Provide an oral or pictorial response to a text;
    - Use text evidence to support an appropriate response;
    - Interact with sources in meaningful ways such as retell, summarizing texts in ways that maintain meaning and logical order;
    - Use newly acquired vocabulary as appropriate.

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The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:

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The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:

- **Strand 4 Spanish Language Arts and Reading**

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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:

Kindergarten:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme and rhythm in nursery rhymes and familiar traditional poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) titles and simple graphics to gain information; and

Grade 1:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

Grade 2:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

Grade 3:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

Grade 4:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

Grade 5:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

Grade 6:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

ELLA Grade 7:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

ELLA Grade 8:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

ESOL I:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

ESOL II:

- **(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;**
- **(B) identify rhyme, rhythm, and repetition in a variety of poems;**
- **(C) identify the elements of a play such as characters, dialogue, and setting;**
- **(D) recognize characteristics and structures of informational text, including:**
  - (i) the central idea, with teacher support
  - (ii) features such as titles, graphs, charts, and notes; and

Spanish Language Arts and Reading

December 2016

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<td><strong>ESOL II</strong></td>
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(iii) the steps in a sequence, with adult assistance; and

(ii) chronological order and cause and effect stated explicitly; and

(iii) cause and effect and problem and solution; and

(iii) compare and contrast; and

(iii) logical order and order of importance; and

(iii) organizational patterns such as definition, classification, advantage, and disadvantage

(iii) organizational patterns that support multiple topics, categories, and subcategories; and

(iii) multiple organizational patterns within a text to develop the thesis; and

(iii) multiple organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and

(iv) the relationship between organizational design and thesis; and

(E) explain how informational text is designed to organize and convey ideas; and

(E) explain how informational text is designed to organize and convey ideas; and

(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.

(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.

(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.

(E) recognize characteristics and structures of argumentative text by:

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(F) recognize characteristics and structures of argumentative text by:

(E) describe characteristics and structural elements of argumentative texts such as:

(E) describe characteristics and structural elements of argumentative texts such as:

(E) analyze characteristics and structural elements of argumentative texts such as:

(i) identifying the claim;

(ii) distinguishing facts from opinion; and

(i) identifying the claim;

(ii) analyzing the evidence presented;

(i) identifying the claim;

(ii) analyzing how the author has used facts for an argument; and

(i) identifying the claim;

(ii) identifying the intended audience or reader.

(i) identifying the claim;

(ii) identifying how the author has used facts for an argument; and

(i) identifying the claim;

(i) identifying the intended audience or reader.

(i) identifying the claim;

(ii) explaining how the author has used facts for or against an argument; and

(i) identifying the claim and analyzing the argument;

(i) clear arguable claim, appeals, and convincing conclusion;

(i) controlling idea and clear arguable claim, appeals, and convincing conclusion;

(ii) explaining how the author uses various types of evidence to support the argument; and

(ii) counter arguments, types of evidence, concessions, and call to action; and

(ii) identifying and explaining the counter-argument; and

(ii) counter arguments, types of evidence, concessions, and call to action; and

(iii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and

(iii) identifying and explaining the counter-argument; and

(iii) counter arguments, types of evidence, concessions, and call to action; and

(iii) identifying the intended audience or reader.

(iii) identifying the intended audience or reader.

(iii) identifying the intended audience or reader.

(iii) identifying the intended audience or reader.

(iii) identifying the intended audience or reader.

(iii) identifying the intended audience or 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:

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<th>Grade 6</th>
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<tr>
<td>(A) listen to and experience the author's use of repetition within literary texts; and</td>
<td>(A) listen to and experience the author's use of repetition within literary texts; and</td>
<td>(A) identify the use of literal and figurative language; and</td>
<td>(A) describe the use of literal and figurative language such as simile and metaphor; and</td>
<td>(A) describe the use of literal and figurative language such as alliteration and assonance, and other forms of figurative language;</td>
<td>(A) explain the purpose of figurative language including metaphor, simile, personification and imagery;</td>
<td>(A) explain the purpose of figurative language including metaphor, simile, personification and imagery;</td>
<td>(A) explain the purpose of figurative language including imagery and symbolism;</td>
<td>(A) explain the purpose of figurative language including imagery and symbolism;</td>
<td>(A) identify and analyze the use of extended metaphor, paradox, irony and oxymoron;</td>
<td>(A) identify and analyze the use of allusions and motif;</td>
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<td>Grade</td>
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<td>1</td>
<td>Strand 6</td>
<td>(A) plan a first draft by generating ideas for writing through class discussions and drawings;</td>
<td>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</td>
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<td>Strand 6</td>
<td>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</td>
<td>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</td>
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<td>Strand 6</td>
<td>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</td>
<td>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</td>
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<td>Strand 6</td>
<td>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</td>
<td>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</td>
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Additional information:
- **Kindergarten:** (i) complete sentences; (ii) developing an idea with specific and relevant details;
- **Grade 1:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 2:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 3:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 4:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 5:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 6:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 7:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **Grade 8:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **ELLA Grade 7:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **ELLA Grade 8:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **ELLAS Grade 7:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **ELLAS Grade 8:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **ESOL I:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
- **ESOL II:** (i) complete simple sentence and compound sentences with subject-verb agreement; (ii) developing an idea with specific and relevant details;
<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand 6 Spanish Language Arts and Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>(ii) past and present verbs; (iii) singular, plural nouns including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>(ii) past, present, and future verbs; (iii) singular, plural, common, and proper nouns, including articles; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
</tr>
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<td><strong>Grade 2</strong></td>
<td>(ii) past, present, and future verbs; (iii) singular, plural, common, and proper nouns, including articles; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>(ii) past, present, and future verbs; (iii) singular, plural, common, and proper nouns, including articles; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td>(ii) consistent verb tenses; (iii) singular, plural nouns including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
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<td><strong>Grade 6</strong></td>
<td>(ii) consistent verb tenses; (iii) singular, plural, common, and proper nouns, including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
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<td><strong>ELLA Grade 7</strong></td>
<td>(ii) consistent verb tenses; (iii) singular, plural, common, and proper nouns, including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
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<tr>
<td><strong>ELLA Grade 8</strong></td>
<td>(ii) consistent verb tenses; (iii) singular, plural, common, and proper nouns, including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
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<tr>
<td><strong>ESOL I</strong></td>
<td>(ii) consistent verb tenses; (iii) singular, plural, common, and proper nouns, including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
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<tr>
<td><strong>ESOL II</strong></td>
<td>(ii) consistent verb tenses; (iii) singular, plural, common, and proper nouns, including articles; (vi) prepositions and sentences; (vii) pronouns; (v) pronouns; (iv) descriptive adjectives; (iii) conjunctive adverbs; (ii) irregular verbs; (vii) reflexive pronouns; (v) apostrophes to show possession; (ii) consistent verb</td>
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### December 2016
Kindergarten

128.2

(E) publish and share
writing.

(B) dictate or compose
personal narratives; and
literary texts, including
informational texts.

(A) dictate or compose

Composition: Listening, Speaking, Reading and Writing using Multiple Texts [Genres]. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(E) share writing.

(E) publish and share
writing.

(E) publish written work
for appropriate
audiences.

 strive to:

(A) dictate or compose
literary texts, including
personal narratives and
poetry; and

(B) dictate or compose
informational texts,
including procedural; and

(B) compose informational
texts, including
personal or informative
informational texts such
(procedural and reports; and

(A) dictate or compose
literary texts, including
personal narratives and poetry;

and

(B) compose informational
texts, including
personal or informative
personal or informative
informational texts such
and

(C) compose argumentative
texts including opinion essays
using genre characteristics and craft;

and

(C) compose multi-
paragraph argumentative
texts; and

and

(C) compose multi-
paragraph argumentative
texts; and

and

(C) compose argumentative
texts including opinion essays
using genre characteristics and craft;

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<th>Grade 3</th>
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<td>128.7</td>
<td>128.21</td>
<td>128.22</td>
<td>128.23</td>
<td>128.34</td>
<td>128.35</td>
</tr>
<tr>
<td>(C) dictate or compose correspondence.</td>
<td>(C) compose correspondence.</td>
<td>(D) compose correspondence such as thank you notes or letters.</td>
<td>(D) compose correspondence that requests information.</td>
<td>(D) compose correspondence that requests information.</td>
<td>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</td>
<td>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</td>
<td>(D) compose correspondence in a professional or friendly structure.</td>
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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:

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<td>128.35</td>
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</tbody>
</table>

(A) synthesize information; (E) locate relevant sources; (F) examine sources for: (G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.