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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>(1) listen actively and ask questions to understand information; (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (B) follow oral directions that involve a short, related sequence of actions; (C) share information and ideas by speaking audibly and clearly using the conventions of language;</td>
</tr>
<tr>
<td>1</td>
<td>(1) listen actively and ask questions to understand information; (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (B) follow oral directions that involve a short, related sequence of actions;</td>
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<td>Kindergarten</td>
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</table>

(D) Work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and

(E) Develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.

(E) Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

(E) Develop social communication such as distinguishing between asking and telling.

(E) Develop social communication such as conversing politely in all situations.

Developing and sustaining foundational language skills: listening, speaking, reading, and writing—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:

<table>
<thead>
<tr>
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(2)

(A) Demonstrate phonological awareness by:

(i) Identifying and producing rhyming words;
(ii) Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
(iii) Identifying the individual words in a spoken sentence;

(B) Demonstrate phonological awareness by:

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Developing and sustaining foundational language skills: listening, speaking, reading, and writing—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:

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(iv) identifying syllables in spoken words;

(iii) distinguishing between long and short vowel sounds in one-syllable words;

(i) distinguishing between long and short vowel sounds in one syllable and multi-syllable words;

(v) blending syllables to form multisyllabic words;

(vi) segmenting multisyllabic words into syllables;

(vii) blending spoken onsets and rimes to form simple words;

(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;

(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;

(viii) blending spoken phonemes to form one-syllable words;

(iv) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

(x) manipulating syllables within a multisyllabic word; and

(xii) manipulating phonemes within base words; and

(xiii) manipulating phonemes within base words;

(iv) manipulating phonemes within base words;

(iv) manipulating phonemes within base words;

(vi) manipulating phonemes within base words; and

(vii) segmenting spoken one-syllable words into individual phonemes;

(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;

(ix) manipulating syllables within a multisyllabic word; and

(x) segmenting spoken one-syllable words into individual phonemes;
(B) demonstrate and apply phonetic knowledge by:

(i) identifying and matching the common sounds that letters represent;

(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

(iii) recognizing that new words are created when letters are changed, added, or deleted such as in -pit, -tip, -tap; and

(iv) using knowledge of base words to decode common compound words and contractions;

(v) decoding words with inflectional endings, including -ed, -s, and -es; and

(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

(A) demonstrate and apply phonetic knowledge by:

(i) decoding multisyllabic words with multiple sound-spelling patterns such as righ,ough, and en;

(ii) decoding multisyllabic words with initial and final consonant blends, digraphs, and trigraphs;

(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including trigraphs and diphthongs; and r-controlled syllables;

(iv) decoding compound words, contractions, and common abbreviations;

(v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;

(vs) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

(vi) decoding words using knowledge of prefixes;
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<tr>
<td>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</td>
<td>(v) identifying and reading high-frequency words from a research-based list;</td>
<td>(vi) identifying and reading high-frequency words from a research-based list;</td>
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<td>(vi) identifying and reading high-frequency words from a research-based list;</td>
<td>(v) identifying and reading high-frequency words from a research-based list;</td>
<td>(iv) identifying and reading at least 100 high-frequency words from a research-based list;</td>
<td>(C) demonstrate and apply spelling knowledge by:</td>
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<td>(B) demonstrate and apply spelling knowledge by:</td>
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</tr>
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<td>(v) decoding words using knowledge of changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and</td>
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<td>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, r-controlled syllables;</td>
<td>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</td>
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<td>(ii) spelling multisyllabic words with multiple sound-spelling patterns; and</td>
<td>(ii) spelling multisyllabic words with multiple sound-spelling patterns; and</td>
<td></td>
</tr>
<tr>
<td>(ii) spelling words with silent letters such as knife and gnat;</td>
<td>(ii) spelling homophones;</td>
<td>(ii) spelling more difficult homophones;</td>
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<td>(iii) spelling words using sound-spelling patterns; and</td>
<td>(iii) spelling words using sound-spelling patterns; and</td>
<td></td>
</tr>
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<td>(iii) spelling compound words, contractions, and common abbreviations;</td>
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<td>(iii) spelling words using sound-spelling patterns; and</td>
<td>(ii) spelling words using sound-spelling patterns; and</td>
<td>(ii) spelling words using sound-spelling patterns; and</td>
<td></td>
</tr>
</tbody>
</table>
(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and

(vi) spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV;

(vii) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and

(D) demonstrate print awareness by:

(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;
<table>
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(iv) recognizing the difference between a letter and a printed word; and

(v) identifying all uppercase and lowercase letters; and

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

(C) alphabetize a series of words to the third letter; and

(F) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate strokes when connecting letters.

(E) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(C) write legibly in cursive to complete assignments.

(C) write legibly in cursive.
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**

- **Grade 1**
- Identify and use multiple-meaning words; and
- Use context (contextual clues) such as synonyms, idioms, and anagrams to clarify word meanings.

- **Grade 2**
- Understand the meaning of unknown words; and
- Use context (contextual clues) such as synonyms, idioms, and anagrams to clarify word meanings.

- **Grade 3**
- Read grade-level words; and
- Use context (contextual clues) such as synonyms, idioms, and anagrams to clarify word meanings.

- **Grade 4**
- Determine the meaning of unknown words; and
- Use context (contextual clues) such as synonyms, idioms, and anagrams to clarify word meanings.

- **Grade 5**
- Determine the meaning of grade-level words; and
- Use context (contextual clues) such as synonyms, idioms, and anagrams to clarify word meanings.

- **Grade 6**
- Determine the meaning of foreign words or phrases used frequently in English such as ad locum, ad modum, ad quem, and ad tempus.

- **Grade 7**
- Determine the meaning of foreign words or phrases used frequently in English such as ad locum, ad modum, ad quem, and ad tempus.

- **Grade 8**
- Determine the meaning of foreign words or phrases used frequently in English such as ad locum, ad modum, ad quem, and ad tempus.

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**Strand 1 English Language Arts and Reading**

- **English Language Arts**
- **English**
- **Reading**

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**February 2017**
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:

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use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Developing and sustaining foundational language skills: listening, speaking, reading, and writing—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

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</table>

self-select text and read independently for periods of time.

Developing and sustaining foundational language skills: listening, speaking, reading, and writing—self-select text and read independently for periods of time. The student reads grade-appropriate texts independently. The student is expected to:

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self-select text and read independently for a sustained period of time.
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</th>
<th>Description</th>
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<tbody>
<tr>
<td>K</td>
<td>Establish purpose; use evidence to support understanding; and use text features to support understanding.</td>
</tr>
<tr>
<td>1</td>
<td>Establish purpose; use evidence to support understanding; and use text features to support understanding.</td>
</tr>
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<td>2</td>
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</tr>
<tr>
<td>I</td>
<td>Establish purpose; use evidence to support understanding; and use text features to support understanding.</td>
</tr>
<tr>
<td>II</td>
<td>Establish purpose; use evidence to support understanding; and use text features to support understanding.</td>
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(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, ideas in other texts, and society; (f) make inferences and use evidence to support understanding; (g) evaluate details to determine key ideas; (h) synthesize information to create new understanding; and (i) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
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 personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 2

110.2
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 3

110.5
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 4

110.6
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 5

110.7
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 6

110.22
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 7

110.23
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

Grade 8

110.24
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

English I

110.36
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

English II

110.37
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

English III

110.38
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

English IV

110.39
(A) describe personal connections to a variety of sources; and
(B) retell texts in ways that maintain meaning; and
(C) use text evidence to support an appropriate response; and
(D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; and
(F) respond using newly acquired academic vocabulary as appropriate; and
(G) discuss and write about the explicit or implicit meanings of text; and
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.
## Strand 4 - English Language Arts and Reading

### Kindergarten

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 1</th>
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<tbody>
<tr>
<td>(A) discuss topics and determine the basic theme using text evidence with adult assistance;</td>
<td>(A) discuss topics and determine theme using text evidence with adult assistance;</td>
<td>(A) infer the theme of a work, distinguishing theme from topic;</td>
<td>(A) infer basic themes supported by text evidence;</td>
<td>(A) infer multiple themes within a text using text evidence;</td>
<td>(A) infer multiple themes within and across texts using text evidence;</td>
<td>(A) analyze relationships among thematic development, characterization, point of view, setting, and plot in a variety of literary texts;</td>
<td>(A) compare and contrast differences in similar themes expressed across a variety of works;</td>
<td>(A) analyze the way in which the theme represents a view or comment on the human condition;</td>
<td>(A) compare and contrast works of literature that express a universal theme;</td>
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<tr>
<td>(B) identify and describe the main character(s);</td>
<td>(B) identify and describe the main character(s); and how their feelings and actions change;</td>
<td>(B) explain the internal and external traits of the main character(s);</td>
<td>(B) explain the interactions of the major and minor characters;</td>
<td>(B) analyze the relationships of and conflicts among the characters;</td>
<td>(B) analyze how the characters' internal and external responses develop the plot;</td>
<td>(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;</td>
<td>(B) analyze how authors develop complex yet believable characters through a range of literary devices, including character foils;</td>
<td>(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;</td>
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<td>(C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud and independently; and</td>
<td>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</td>
<td>(C) analyze plot elements, including the sequence of events, the problem, and the resolution; and</td>
<td>(C) analyze plot elements, including the rising action, maximum climax, falling action, and resolution; and</td>
<td>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and</td>
<td>(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and</td>
<td>(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and</td>
<td>(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and</td>
<td>(C) analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and</td>
<td>(C) analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and</td>
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<td>(D) describe the setting.</td>
<td>(D) describe the setting.</td>
<td>(D) explain the influence of the setting on the plot.</td>
<td>(D) analyze the influence of the setting, including historical and cultural settings, on the plot.</td>
<td>(D) analyze how the setting influences character and plot development.</td>
<td>(D) analyze how the setting influences the values and beliefs of characters.</td>
<td>(D) describe the impact of the setting on both character development and plot structure.</td>
<td>(D) describe how setting reflects historical, social, and economic context.</td>
<td>(D) evaluate the impact of setting(s) and how setting reflects historical, social, and economic aspects of a story.</td>
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**Multiple genres:** listening, speaking, reading, and writing using multiple texts—genres. The student recognizes and analyses genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

1. **Demonstrate knowledge of well-known children's literature, including:**
   - Fairy tales, fables, and nursery rhymes;
   - Recognize characters in a play; and identify main rhythms and a structure in poetry;
   - Discuss rhyme and rhythm in nursery rhymes and across a variety of poetic forms;
   - Explain visual patterns and structures in a variety of poems;
   - Participate in and identify main characters in a play;
   - Recognize characteristics and structures of informational text, including:
     - The central idea;
     - The main idea with adult assistance;
   - Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

2. **Recognize:**
   - The central idea;
   - The main idea with adult assistance;
   - The controlling idea or thesis;
   - The controlling idea or thesis;
   - Clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
   - Clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion; and

3. **Analyze:**
   - The effect of rhyme scheme, meter, and structural elements such as line breaks in poems across a variety of poetic forms;
   - The effects of metrics; rhyme schemes such as end, internal, slant, and eye; and other conventions in poetry;
   - The changes in sound, figurative language, graphics, and dramatic structure in poetry across literary time periods;
   - The relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;

4. **Explain:**
   - The elements of a play such as characters, dialogue, and setting;
   - The elements of a play such as characters, dialogue, setting, acts, and scenes;
   - Describe how a playwright develops dramatic action through the use of dialogue, soliloquies, and stage directions;
   - Describe how the dramatic elements advance the plot;
   - Describe characteristics and structural elements of informational texts such as:
     - End, internal, slant, and eye;
     - Other conventions in poetry;

5. **Describe:**
   - The use of sound devices and figurative language such as simile, metaphor, and personification that the poet uses to create images;
   - The effect of rhyme scheme, meter, and structural elements such as line breaks in poems across a variety of poetic forms;
   - The structure or prosody such as meter and rhyme scheme and graphic elements such as line length, punctuation, and word position in poetry;
   - The forms; poetic forms such as:
     - Stanzas in a poetry;

6. **Identify:**
   - The elements of a play such as characters, dialogue, setting, and acts;
   - The elements of a play such as characters, dialogue, setting, acts, and scenes;
   - The elements of a play, including acts, scenes, stage directions, and script language;
   - The functions of archetypes and motifs;
   - The relationships among the dramatic elements advance the plot;
   - The characteristics and structural elements of informational texts such as:

7. **Analyze:**
   - The elements of a play, including acts, scenes, stage directions, and scripted dialogue;
   - The effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
   - The structures of poetic forms such as line length, punctuation, and word position in poetry;
   - The changes in sound, figurative language, graphics, and dramatic structure in poetry across literary time periods;
   - The relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;

8. **Demonstrate:**
   - Knowledge of American, British, and world literature across literary periods;
   - Knowledge of American, British, and world literature across literary periods;
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<td>(ii) titles and simple graphics to gain information; and</td>
<td>(ii) features and simple graphics to locate or gain information; and</td>
<td>(ii) features and simple graphics to locate or gain information; and</td>
<td>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding of the text; and</td>
<td>(ii) features such as pronunciation guides and diagrams to support understanding of the text; and</td>
<td>(ii) features such as inserts, timelines, and sidebars to support understanding of the text; and</td>
<td>(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information of the text; and</td>
<td>(ii) graphic and text features; and</td>
<td>(ii) footnotes, endnotes, and citations; and</td>
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<td>(iii) the steps in a sequence with adult assistance; and</td>
<td>(iii) temporal sequence and description; and</td>
<td>(iii) chronological order and cause and effect stated explicitly; and</td>
<td>(iii) cause and effect and problem and solution; and</td>
<td>(iii) logical order and order of importance; and</td>
<td>(iii) organizational patterns such as definition, classification, advantage, and disadvantage; and</td>
<td>(iii) organizational patterns that support multiple topics, categories, and subcategories; and</td>
<td>(iii) multiple organizational patterns within a text to develop the thesis; and</td>
<td>(iii) the relationship between organizational design and thesis; and</td>
<td>(iii) the relationship between organizational design and author's purpose; and</td>
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<td>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</td>
<td>(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.</td>
<td>(E) recognize characteristics and structures of argumentative text by:</td>
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<td>(i) clear arguable claim, appeals, and convincing conclusion;</td>
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<td>(i) clear arguable thesis, appeals, structure of the argument, and convincing conclusion;</td>
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<td>(ii) distinguishing facts from opinion; and</td>
<td>(ii) explaining how the author has used facts for an argument; and</td>
<td>(ii) explaining how the author has used facts for or against an argument; and</td>
<td>(ii) explaining how the author uses various types of evidence to support the argument; and</td>
<td>(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and</td>
<td>(ii) identifying and explaining the argument; and</td>
<td>(ii) counter arguments, types of evidence, concessions, and call to action; and</td>
<td>(ii) counter arguments, concessions, and call to action; and</td>
<td>(ii) counter arguments, concessions, and call to action; and</td>
<td>(ii) counter arguments, concessions, and call to action; and</td>
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<td>(iii) identifying the intended audience or reader.</td>
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### English Language Arts and Reading

**Stand 5**

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<tr>
<td>(A) discuss the use of text structure to achieve author’s purpose, including the author’s use of text parts and graphically represented parts, and message within a text.</td>
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<td>(A) discuss the use of text structure to achieve author’s purpose, including the author’s use of text parts and graphically represented parts, and message within a text.</td>
<td>(A) analyze author’s diction and interpret how the author’s choice of words and diction contributes to the mood, voice, and tone of a text; and (B) analyze author’s use of diction and syntax to suggest mood, voice, and tone of a text.</td>
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<td>(A) explain the use of metaphor, alliteration and repetition.</td>
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<td>(A) identify and analyze rhetorical devices, including analogy, and hyperbole, metaphor, personification, simile, and sarcasm in texts.</td>
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<td>(A) identify and analyze rhetorical devices, including analogy, and hyperbole, metaphor, personification, simile, and sarcasm in texts.</td>
<td>(A) analyze how the author uses print and graphic features to contribute to the effect of specific purposes, and (B) evaluate the use of print and graphic features to achieve specific purposes, and (C) analyze the use of literary devices, including hyperbole, metaphor, personification, simile, and sarcasm, to achieve specific purposes.</td>
<td>(A) analyze how the author uses print and graphic features to contribute to the effect of specific purposes, and (B) evaluate the use of print and graphic features to achieve specific purposes, and (C) analyze the use of literary devices, including hyperbole, metaphor, personification, simile, and sarcasm, to achieve specific purposes.</td>
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<td><strong>110.40</strong></td>
<td><strong>110.41</strong></td>
<td><strong>110.42</strong></td>
<td><strong>110.43</strong></td>
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<td><strong>110.45</strong></td>
<td></td>
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<td>(A) analyze author’s use of print and graphic features to contribute to the effect of specific purposes, and (B) evaluate the use of print and graphic features to achieve specific purposes, and (C) analyze the use of literary devices, including allusions and motif, to achieve specific purposes.</td>
<td>(A) analyze author’s use of print and graphic features to contribute to the effect of specific purposes, and (B) evaluate the use of print and graphic features to achieve specific purposes, and (C) analyze the use of literary devices, including allusions and motif, to achieve specific purposes.</td>
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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:

110.2 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:

- (B) develop drafts in writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.3 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
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  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.4 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.5 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.6 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.36 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.35 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
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- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
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- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
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- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

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- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.31 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

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  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:

110.2 (B) develop drafts in writing by:
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
- (ii) developing an engaging idea with specific and relevant details;
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) compose a piece of 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:
<table>
<thead>
<tr>
<th>Strand 6</th>
<th>English Language Arts and Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
</tr>
<tr>
<td>110.2</td>
<td>110.3</td>
</tr>
<tr>
<td>(vii) punctuation marks at the end of declarative sentences; and</td>
<td>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and</td>
</tr>
<tr>
<td>(xi) proper mechanics, including italics and underlining for titles and emphasis; and</td>
<td>(ix) proper mechanics, including italics and underlining for titles and emphasis;</td>
</tr>
<tr>
<td>(E) share writing.</td>
<td>(E) publish and share writing.</td>
</tr>
</tbody>
</table>
## Composition: Listening, Speaking, Reading, and Writing

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

### Kindergarten

<table>
<thead>
<tr>
<th>Grade</th>
<th>(A) dictate or compose literary texts, including personal narratives and poetry;</th>
<th>(B) dictate or compose informational texts, including procedural texts; and</th>
<th>(C) dictate or compose correspondence.</th>
<th>(D) dictate correspondence such as thank you notes or letters.</th>
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</thead>
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<tr>
<td>110.2</td>
<td>(A) dictate or compose literary texts, including personal narratives and poetry;</td>
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<td>(C) dictate or compose correspondence.</td>
<td>(D) dictate correspondence such as thank you notes or letters.</td>
</tr>
</tbody>
</table>
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:

### Grade 1
- **110.2**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources and answer the questions with adult assistance;
  - Demonstrate understanding of bias and accuracy; and
  - Identify and locate relevant sources;

### Grade 2
- **110.4**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources and information to answer the questions with adult assistance;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Locate relevant sources;

### Grade 3
- **110.5**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### Grade 4
- **110.6**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### Grade 5
- **110.7**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### Grade 6
- **110.22**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### Grade 7
- **110.23**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### Grade 8
- **110.24**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### English I
- **110.36**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### English II
- **110.37**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### English III
- **110.38**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;

### English IV
- **110.39**
  - Develop and follow a research plan with adult assistance;
  - Generate student-selected questions for formal and informal inquiry;
  - Gather information from a variety of sources;
  - Demonstrate understanding of plagiarism and paraphrasing when using source materials;
  - Examine sources for plagiarism and omission;
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<th>Grade 2 110.5</th>
<th>Grade 3 110.6</th>
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<th>Grade 6 110.23</th>
<th>Grade 7 110.24</th>
<th>Grade 8 110.24</th>
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<td>(iii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;</td>
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<td>(iii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;</td>
<td>(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;</td>
<td>(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;</td>
<td>(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;</td>
<td>(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;</td>
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<td>(H) synthesize information from a variety of sources;</td>
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<td>(F) cite sources appropriately; and</td>
<td>(G) create a works cited page; and</td>
<td>(G) develop a bibliography; and</td>
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<td>(G) develop a bibliography; and</td>
<td>(I) display academic citations and use source materials ethically; and</td>
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<td>(E) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.</td>
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