<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</td>
</tr>
<tr>
<td>1</td>
<td>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</td>
</tr>
<tr>
<td>2</td>
<td>(B) restate and follow oral directions that involve a short, related sequence of actions;</td>
</tr>
<tr>
<td>3</td>
<td>(C) share information and ideas about the topic under discussion, and make pertinent comments;</td>
</tr>
<tr>
<td>4</td>
<td>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</td>
</tr>
<tr>
<td>5</td>
<td>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</td>
</tr>
<tr>
<td>6</td>
<td>(B) follow, restate, and give oral instructions that involve a short, related sequence of action;</td>
</tr>
<tr>
<td>7</td>
<td>(C) speak coherently about the topic under discussion, and use the conventions of language;</td>
</tr>
<tr>
<td>8</td>
<td>(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</td>
</tr>
<tr>
<td>I</td>
<td>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</td>
</tr>
<tr>
<td>II</td>
<td>(A) listen actively to interpret a message by summarizing, asking questions, and making comments;</td>
</tr>
<tr>
<td>III</td>
<td>(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes;</td>
</tr>
<tr>
<td>IV</td>
<td>(A) engage in meaningful and respectful discourse by evaluating the clarity and coherence of a speaker’s message and critiquing the impact of a speaker’s use of diction and syntax;</td>
</tr>
</tbody>
</table>

Kindergarten - Grade 8, Adopted May 10, 2017
High School, English I - IV, Adopted June 23, 2017
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—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>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
<td>110.39</td>
</tr>
<tr>
<td>(A) demonstrate phonological awareness by:</td>
<td>(A) demonstrate phonological awareness by:</td>
<td>(A) demonstrate phonological awareness by:</td>
<td>(i) identifying and producing rhyming words;</td>
<td>(i) producing a series of rhyming words;</td>
<td>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</td>
<td>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</td>
<td>(iii) identifying the individual words in a spoken sentence;</td>
<td>(D) 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>
<td>(D) 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>
<td>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.</td>
<td>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.</td>
<td>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.</td>
</tr>
</tbody>
</table>

(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) identifying syllables in spoken words;</td>
<td>(v) blending syllables to form multisyllabic words;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) blending syllables to form multisyllabic words into syllables;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) segmenting multisyllabic words into syllables;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vii) blending spoken onsets and rimes to form simple words;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(viii) blending spoken phonemes to form one-syllable words;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ix) manipulating syllables within a multisyllabic word; and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(x) segmenting spoken one-syllable words into individual phonemes;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) demonstrate and apply phonetic knowledge by:</td>
<td>(B) demonstrate and apply phonetic knowledge by:</td>
<td>(A) demonstrate and apply phonetic knowledge by:</td>
<td>(A) demonstrate and apply phonetic knowledge by:</td>
<td>(A) demonstrate and apply phonetic knowledge by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iv) identifying syllables in spoken words;
(iii) distinguishing between long and short vowel sounds in one-syllable words;
(iv) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
(iv) manipulating phonemes within base words; and
(vi) manipulating phonemes within base words;
(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;
(B) demonstrate and apply phonetic knowledge by:
## Strand 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Objective</th>
</tr>
</thead>
</table>
| K     | (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CVCC, 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 | 110.3  
| 1     | (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding multisyllabic words with multiple sound-spelling patterns such as -igh, ough, and en; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including diphthongs and r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; | 110.4  
| 2     | (i) decoding multisyllabic words with multiple sound-spelling patterns such as -igh, ough, and en; (ii) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including diphthongs and r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and abbreviations; (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 (v) decoding words with knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV; | 110.5  
| 3     | (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including diphthongs and r-controlled syllables; and final stable syllables; (iii) decoding words using knowledge of prefixes; (iv) decoding words using knowledge of prefixes; (v) decoding words with advanced knowledge of the influence of prefixes and suffixes on base words; and | 110.6  
| 4     | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.7  
| 5     | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.22  
| 6     | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.23  
| 7     | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.24  
| 8     | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.36  
| I     | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.37  
| II    | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.38  
| III   | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.39  
| IV    | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with silent letters such as knife and gnat; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of advanced knowledge of syllable division patterns; | 110.39  

**English Language Arts and Reading**  
K - 12 Vertical Alignment  
---  
**Kindergarten - Grade 8, Adopted May 10, 2017**  
**High School, English I - IV, Adopted June 23, 2017**
### Kindergarten
- **110.2**
  - (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

- **110.3**
  - (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

- **110.4**
  - (iv) identifying and reading at least 25 high-frequency words from a research-based list;
  - (vi) identifying and reading at least 100 high-frequency words from a research-based list;
  - (vii) identifying and reading high-frequency words from a research-based list;

### Grade 1
- **110.5**
  - (vi) identifying and reading at least 100 high-frequency words from a research-based list;

### Grade 2
- **110.6**
  - (v) identifying and reading high-frequency words from a research-based list;
  - (vi) identifying and reading high-frequency words from a research-based list;
  - (vii) identifying and reading high-frequency words from a research-based list;
  - (v) identifying and reading high-frequency words from a research-based list;

### Grade 3
- **110.7**
  - (C) demonstrate and apply spelling knowledge by:
    - (i) spelling words with VC, CVC, and CCVC;
    - (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
    - (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
    - (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;
    - (iii) spelling compound words, contractions, and common abbreviations;
    - (iv) spelling multisyllabic words with multiple sound-spelling patterns;

### Grade 4
- **110.8**
  - (B) demonstrate and apply spelling knowledge by:
    - (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
    - (ii) spelling multisyllabic words with multiple sound-spelling patterns;

### Grade 5
- **110.9**
  - (B) demonstrate and apply spelling knowledge by:
    - (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
    - (ii) spelling multisyllabic words with multiple sound-spelling patterns;
<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>(iii) spelling high-frequency words from a research-based list;</td>
</tr>
<tr>
<td>Grade 1</td>
<td>(iv) spelling high-frequency words from a research-based list;</td>
</tr>
<tr>
<td>Grade 2</td>
<td>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</td>
</tr>
<tr>
<td>Grade 3</td>
<td>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</td>
</tr>
<tr>
<td>Grade 4</td>
<td>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</td>
</tr>
<tr>
<td>Grade 5</td>
<td>(v) spelling words using knowledge of syllable division patterns; and (iv) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</td>
</tr>
<tr>
<td>Grade 6</td>
<td>(iv) spelling words using advanced knowledge of syllable division patterns;</td>
</tr>
<tr>
<td>Grade 7</td>
<td>(iv) spelling words using advanced knowledge of syllable division patterns;</td>
</tr>
<tr>
<td>Grade 8</td>
<td>(iv) spelling words using advanced knowledge of syllable division patterns;</td>
</tr>
<tr>
<td>English I</td>
<td>(v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of prefixes; and (v) spelling words using knowledge of prefixes; and</td>
</tr>
<tr>
<td>English II</td>
<td>(v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of prefixes; and (v) spelling words using knowledge of prefixes; and</td>
</tr>
<tr>
<td>English III</td>
<td>(v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of prefixes; and (v) spelling words using knowledge of prefixes; and</td>
</tr>
<tr>
<td>English IV</td>
<td>(v) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (v) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</td>
</tr>
</tbody>
</table>

**Kindergarten - Grade 8, Adopted May 10, 2017**
**High School, English I - IV, Adopted June 23, 2017**
Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | English I | English II | English III | English IV
---|---|---|---|---|---|---|---|---|---|---|---|---
110.3 | 110.5 | 110.6 | 110.7 | 110.22 | 110.23 | 110.24 | 110.36 | 110.37 | 110.38 | 110.39 |

### Strand 1

#### Kindergarten

- (v) recognizing the difference between a letter and a printed word; and
- (v) identifying all uppercase and lowercase letters; and

#### Grade 1

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (F) develop handwriting by printing words, sentences, and answers legibly between connecting letters.
- (C) write legibly in cursive to complete assignments.

#### Grade 2

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

#### Grade 3

- (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
- (B) use context such as contrast or cause and effect to clarify the meaning of words; and

#### Grade 4

- (B) use context such as definition, analogy, and examples to clarify the meaning of words; and
- (B) use context to distinguish between the denotative and connotative meanings of words; and

#### Grade 5

- (B) use context to distinguish among connotative, connotative, and figurative meanings of words; and
- (B) analyze context such as in imagery; and

#### Grade 6

- (B) analyze context to draw conclusions about nuanced meanings in imagery; and

#### Grade 7

- (B) analyze context about nuanced meanings such as in imagery; and

#### Grade 8

- (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and

#### High School

- (B) analyze context such as in imagery; and
- (B) analyze context such as in imagery; and

---

K - 12 Vertical Alignment

English Language Arts and Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use a resource such as a picture dictionary or digital resource to find words;
- (B) use context such as a picture or dictionary to determine meaning and pronunciation of unknown words;
### Kindergarten

<table>
<thead>
<tr>
<th>Grade</th>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.8</th>
<th>110.9</th>
<th>111.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C)</td>
<td>identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</td>
<td>(D)</td>
<td>identify and use words that name actions; directions; positions; sequences; categories, and locations.</td>
<td>(D)</td>
<td>identify, use, and explain the meaning of homophones and homographs in a text.</td>
<td>(D)</td>
<td>identify, use, and explain the meaning of homophones such as reign/rain.</td>
<td>(D)</td>
<td>identify, use, and explain the meaning of adages and puns.</td>
</tr>
</tbody>
</table>

### Grade 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>110.1</th>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.8</th>
<th>110.9</th>
<th>111.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</td>
<td>(A)</td>
<td>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</td>
<td>(A)</td>
<td>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</td>
<td>(A)</td>
<td>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</td>
<td>(A)</td>
<td>adjust fluency when reading grade-level text based on the reading purpose.</td>
<td>(A)</td>
</tr>
</tbody>
</table>

### Grade 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>110.1</th>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.8</th>
<th>110.9</th>
<th>111.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>self-select text and read independently with text for increasing periods of time.</td>
<td>(A)</td>
<td>self-select text and read independently with text for increasing periods of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
</tr>
</tbody>
</table>

### Grade 3

<table>
<thead>
<tr>
<th>Grade</th>
<th>110.1</th>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.8</th>
<th>110.9</th>
<th>111.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>self-select text and interact independently with text for increasing periods of time.</td>
<td>(A)</td>
<td>self-select text and interact independently with text for increasing periods of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
</tr>
</tbody>
</table>

### Grade 4

<table>
<thead>
<tr>
<th>Grade</th>
<th>110.1</th>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.8</th>
<th>110.9</th>
<th>111.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>self-select text and interact independently with text for increasing periods of time.</td>
<td>(A)</td>
<td>self-select text and interact independently with text for increasing periods of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
<td>self-select text and read independently for a sustained period of time.</td>
<td>(A)</td>
</tr>
</tbody>
</table>
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

### Kindergarten
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding with adult assistance; and

### Grade 1
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 2
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 3
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 4
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 5
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 6
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 7
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 8
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 9
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 10
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 11
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### Grade 12
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### English II
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### English III
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and

### English IV
- (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 with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) generate questions about text before, during, and after reading to confirm predictions using text features, characteristics of genre, and structures;
- (E) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information from two or more texts to create new understanding; and
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
</tr>
<tr>
<td>(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.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td>Strand 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English IV</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- **Describe personal connections to a variety of sources:**
- **Write brief comments on literary or informational texts that demonstrate an understanding of the text:**
- **Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources:**
- **Write responses that demonstrate understanding of texts, including comparing sources within and across genres:**
- **Write responses that demonstrate understanding of texts, including comparing texts within and across genres:**
- **Write responses that demonstrate analysis of texts, including comparing texts within and across genres:**

- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**

- **Retell or paraphrase in ways that maintain meaning:**
- **Retell and paraphrase in ways that maintain meaning and logical order:**
- **Retell and summarize texts in ways that maintain meaning and logical order:**
- **Paraphrase and summarize texts in ways that maintain meaning and logical order:**
- **Paraphrase and summarize texts in ways that maintain meaning and logical order:**
- **Paraphrase and summarize texts in ways that maintain meaning and logical order:**
- **Paraphrase and summarize texts in ways that maintain meaning and logical order:**

- **Interact with sources in meaningful ways such as illustrating or writing:**
- **Interact with sources in meaningful ways such as illustrating or writing:**
- **Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating:**
- **Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating:**
- **Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating:**
- **Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating:**
- **Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating:**

- **Respond using newly acquired vocabulary as appropriate:**
- **Discuss specific ideas in the text that are important to the meaning:**
- **Discuss specific ideas in the text that are important to the meaning:**

- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**

- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**
- **Use text evidence to support an appropriate response:**

- **Summarize texts in ways that maintain meaning and logical order:**
- **Summarize texts in ways that maintain meaning and logical order:**
- **Summarize texts in ways that maintain meaning and logical order:**
- **Summarize texts in ways that maintain meaning and logical order:**
- **Summarize texts in ways that maintain meaning and logical order:**
- **Summarize texts in ways that maintain meaning and logical order:**
- **Summarize texts in ways that maintain meaning and logical order:**

- **Interact with academic vocabulary as appropriate:**
- **Discuss the meaning and logical order:**
- **Discuss the meaning and logical order:**
- **Discuss the meaning and logical order:**
- **Discuss the meaning and logical order:**
- **Discuss the meaning and logical order:**
- **Discuss the meaning and logical order:**

- **Discuss the explicit or implicit meanings of text:**
- **Discuss the explicit or implicit meanings of text:**
- **Discuss the explicit or implicit meanings of text:**

- **Discuss and write about the explicit or implicit meanings of text:**
- **Discuss and write about the explicit or implicit meanings of text:**
- **Discuss and write about the explicit or implicit meanings of text:**

- **Discuss and write about the explicit or implicit meanings of text:**
- **Discuss and write about the explicit or implicit meanings of text:**
- **Discuss and write about the explicit or implicit meanings of text:**

- **Discuss and write about the explicit or implicit meanings of text:**
- **Discuss and write about the explicit or implicit meanings of text:**
- **Discuss and write about the explicit or implicit meanings of text:**

- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**

- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**

- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
- **Provide an oral, pictorial, or written response to a text:**
### English Language Arts and Reading
#### K - 12 Vertical Alignment

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
</tr>
</tbody>
</table>

- (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.
- (J) defend or challenge the authors' claims using relevant text evidence.

(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.
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses when valid evidence warrants; and
(J) defend or challenge the authors' claims using relevant text evidence.
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

### Kindergarten
- **110.2**
- **Grade 1**
- **Grade 2**
- **Grade 3**
- **Grade 4**
- **Grade 5**
- **Grade 6**
- **Grade 7**
- **Grade 8**
- **English I**
- **English II**
- **English III**
- **English IV**

### Strand 4

<table>
<thead>
<tr>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.22</th>
<th>110.23</th>
<th>110.24</th>
<th>110.36</th>
<th>110.37</th>
<th>110.38</th>
<th>110.39</th>
</tr>
</thead>
<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) infer multiple themes within and across texts using text evidence;</td>
<td>(A) analyze how themes are developed through the interaction of characters and events;</td>
<td>(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</td>
<td>(A) analyze how themes are developed through thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</td>
<td>(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</td>
<td>(A) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
<td>(A) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
</tr>
</tbody>
</table>

- **Grade 1**
- **Grade 2**
- **Grade 3**
- **Grade 4**
- **Grade 5**
- **Grade 6**
- **Grade 7**
- **Grade 8**
- **English I**
- **English II**
- **English III**
- **English IV**

### Strand 4

<table>
<thead>
<tr>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.22</th>
<th>110.23</th>
<th>110.24</th>
<th>110.36</th>
<th>110.37</th>
<th>110.38</th>
<th>110.39</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) identify and describe the main character(s);</td>
<td>(B) identify and describe the main character(s) and the reason(s) for their actions;</td>
<td>(B) describe the main character(s)' internal and external traits;</td>
<td>(B) explain the relationships among the major and minor characters;</td>
<td>(B) explain the interactions of the characters and the changes they undergo;</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 the characters' qualities influence events and resolution of the conflict;</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, including archetypes, through historical and cultural settings and events;</td>
<td>(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;</td>
<td>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
<td>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
</tr>
</tbody>
</table>

- **Grade 1**
- **Grade 2**
- **Grade 3**
- **Grade 4**
- **Grade 5**
- **Grade 6**
- **Grade 7**
- **Grade 8**
- **English I**
- **English II**
- **English III**
- **English IV**

### Strand 4

<table>
<thead>
<tr>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.22</th>
<th>110.23</th>
<th>110.24</th>
<th>110.36</th>
<th>110.37</th>
<th>110.38</th>
<th>110.39</th>
</tr>
</thead>
<tbody>
<tr>
<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) describe and understand plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
</tr>
</tbody>
</table>

- **Grade 1**
- **Grade 2**
- **Grade 3**
- **Grade 4**
- **Grade 5**
- **Grade 6**
- **Grade 7**
- **Grade 8**
- **English I**
- **English II**
- **English III**
- **English IV**

### Strand 4

<table>
<thead>
<tr>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.22</th>
<th>110.23</th>
<th>110.24</th>
<th>110.36</th>
<th>110.37</th>
<th>110.38</th>
<th>110.39</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D) describe the setting.</td>
<td>(D) describe the setting.</td>
<td>(D) describe the importance of 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 the character and plot development.</td>
<td>(D) analyze how the setting influences the plot, and theme across texts.</td>
<td>(D) analyze how the setting influences the theme.</td>
<td>(D) analyze how the historical and cultural settings influence characterization, plot, and theme across texts.</td>
<td>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
</tr>
</tbody>
</table>

- **Grade 1**
- **Grade 2**
- **Grade 3**
- **Grade 4**
- **Grade 5**
- **Grade 6**
- **Grade 7**
- **Grade 8**
- **English I**
- **English II**
- **English III**
- **English IV**
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;

(C) discuss main ideas in informational texts such as: facts, definitions, and supporting evidence;

(D) recognize the use of sound devices in poetry such as: alliteration, assonance, and rhyme.

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as: images, metaphors, and similes to create meaning in poetry;

(iii) features such as: a clear thesis, supporting evidence, and strong supporting evidence in a variety of text types.

(iv) features such as: conventions such as: capitalization, punctuation, and word position in poetry;

(v) features such as: structure, prosody, and graphic elements such as: line breaks, stanza breaks, and word position in poetry.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) explain visual patterns and structures in a variety of poems;

(C) explain how poets use elements such as: sound, imagery, and word choice to create meaning;

(D) recognize the use of sound devices in drama such as: alliteration, assonance, and rhyme.

(i) the central idea and supporting evidence with adult assistance;

(ii) features such as: images, metaphors, and similes to create meaning in poetry;

(iii) features such as: conventions such as: capitalization, punctuation, and word position in poetry.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) explain and discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

(C) explain structure in drama such as: character tags, acts, scenes, and stage directions;

(D) recognize characteristics and structures of informational text, including:

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as: images, metaphors, and similes to create meaning in poetry;

(iii) features such as: conventions such as: capitalization, punctuation, and word position in poetry.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) explain the use of sound devices in poetry such as: alliteration, assonance, and rhyme.

(C) discuss main ideas in informational texts such as: facts, definitions, and supporting evidence;

(D) recognize the use of sound devices in drama such as: alliteration, assonance, and rhyme.

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as: images, metaphors, and similes to create meaning in poetry;

(iii) features such as: conventions such as: capitalization, punctuation, and word position in poetry.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) explain and discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

(C) explain structure in drama such as: character tags, acts, scenes, and stage directions;

(D) recognize characteristics and structures of informational text, including:

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as: images, metaphors, and similes to create meaning in poetry;

(iii) features such as: conventions such as: capitalization, punctuation, and word position in poetry.

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) explain the use of sound devices in poetry such as: alliteration, assonance, and rhyme.

(C) discuss main ideas in informational texts such as: facts, definitions, and supporting evidence;

(D) recognize the use of sound devices in drama such as: alliteration, assonance, and rhyme.

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as: images, metaphors, and similes to create meaning in poetry;

(iii) features such as: conventions such as: capitalization, punctuation, and word position in poetry.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
</tr>
</tbody>
</table>

(i) the steps in a sequence with adult assistance; and

(ii) organizational patterns such as chronological order and description with adult assistance; and

(iii) organizational patterns such as cause and effect and problem and solution;

(iv) organizational patterns such as logical order and order of importance;

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

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

(vii) relationships between organizational design and author's purpose;

(F) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; 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 and structures of argumentative text by;

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

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

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

(i) stating what the author is trying to persuade the reader to think or do; and

(ii) distinguishing facts from opinion; and

(iii) identifying the intended audience or reader; and

(F) recognize characteristics of multimodal and digital texts.

(F) recognize characteristics of multimodal and digital texts.

(F) recognize characteristics of multimodal and digital texts.

(F) recognize characteristics of multimodal and digital texts.

(F) analyze characteristics of multimodal and digital texts.

(F) analyze characteristics of multimodal and digital texts.

(F) analyze characteristics of multimodal and digital texts.

(F) analyze characteristics of multimodal and digital texts.

(F) analyze the effectiveness of characteristics of multimodal and digital texts.

(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
<table>
<thead>
<tr>
<th>Grade</th>
<th>110.2</th>
<th>110.3</th>
<th>110.4</th>
<th>110.5</th>
<th>110.6</th>
<th>110.7</th>
<th>110.22</th>
<th>110.23</th>
<th>110.24</th>
<th>110.36</th>
<th>110.37</th>
<th>110.38</th>
<th>110.39</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
<td>(A)</td>
<td>Discuss with adult assistance the author's purpose for writing text;</td>
</tr>
<tr>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
<td>(B)</td>
<td>Discuss with adult assistance how the use of text structure contributes to the author's purpose;</td>
</tr>
<tr>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
<td>(C)</td>
<td>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</td>
</tr>
<tr>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
<td>(D)</td>
<td>Discuss with adult assistance how the author's use of print and graphic features contributes to the author's purpose;</td>
</tr>
<tr>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
<td>(E)</td>
<td>Identify the use of imagery, literal and figurative language;</td>
</tr>
<tr>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
<td>(F)</td>
<td>Discuss how the author's use of language contributes to voice; and</td>
</tr>
</tbody>
</table>
### English Language Arts and Reading
#### K - 12 Vertical Alignment

**Strand 5**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(F) identify and explain the use of repetition.</td>
<td>(G) identify and explain the use of hyperbole.</td>
<td>(G) identify and explain the use of anecdote.</td>
<td>(G) explain the purpose of hyperbole, stereotyping, and anecdote.</td>
<td>(G) explain the differences between rhetorical devices and logical fallacies.</td>
<td>(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</td>
<td>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
<td>Grade 4</td>
<td>Grade 5</td>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
</tr>
<tr>
<td>(A) plan by generating ideas for writing such as brainstorming;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</td>
<td>(B) develop drafts in writing by:</td>
<td>(C) revise drafts for improvement;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td>(A) plan by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, background reading, and personal interests;</td>
<td></td>
</tr>
<tr>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td>(B) develop drafts in writing by:</td>
<td></td>
</tr>
<tr>
<td>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td>(ii) developing an engaging idea reflecting depth of thought with specific details and facts; and</td>
<td></td>
</tr>
<tr>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</td>
<td></td>
</tr>
</tbody>
</table>

Kindergarten - Grade 8, Adopted May 10, 2017
High School, English I - IV, Adopted June 23, 2017

18
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
<td>110.30</td>
</tr>
<tr>
<td>(D) edit drafts using adult assistance using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</td>
<td>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</td>
<td></td>
</tr>
<tr>
<td>(vi) prepositions;</td>
<td>(ii) past and present verb tense;</td>
<td>(ii) past, present, and future verb tense;</td>
<td>(ii) past, present, and future verb tense;</td>
<td>(ii) past tense of irregular verbs;</td>
<td>(ii) past tense of irregular verbs;</td>
<td>(ii) consistent, appropriate use of verb tenses;</td>
<td>(ii) consistent, appropriate use of verb tenses and active and passive voice;</td>
<td>(ii) consistent, appropriate use of verb tenses and active and passive voice;</td>
<td>(i) consistent, appropriate use of verb tense and active and passive voice;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) adverbs that convey time;</td>
<td>(iv) adjectives, including articles;</td>
<td>(iv) adjectives, including articles;</td>
<td>(v) adverbs that convey frequency and adverbs that convey degree;</td>
<td>(v) adverbs that convey time and adverbs that convey manner;</td>
<td>(v) adverbs that convey time and adverbs that convey manner;</td>
<td>(v) conjunctive adverbs;</td>
<td>(iii) conjunctive adverbs;</td>
<td>(iii) conjunctive adverbs;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) prepositions;</td>
<td>(vi) prepositions;</td>
<td>(vi) prepositions and prepositional phrases;</td>
<td>(vi) prepositions and prepositional phrases;</td>
<td>(vi) prepositions and prepositional phrases;</td>
<td>(vi) prepositions and prepositional phrases;</td>
<td>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</td>
<td>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</td>
<td>(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vii) pronouns, including subjective, objective, and possessive cases;</td>
<td>(vii) pronouns, including subjective, objective, and possessive cases;</td>
<td>(vii) pronouns, including subjective, objective, and possessive cases;</td>
<td>(vii) pronouns, including reflexive;</td>
<td>(vii) pronouns, including reflexive;</td>
<td>(vii) pronouns, including reflexive;</td>
<td>(v) pronoun-antecedent agreement;</td>
<td>(iv) pronoun-antecedent agreement;</td>
<td>(iii) pronoun-antecedent agreement;</td>
<td>(iii) pronoun-antecedent agreement;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kindergarten 110.2 Grade 1 110.3
Grade 2 110.4 Grade 3 110.5
Grade 4 110.6 Grade 5 110.7
Grade 6 110.22 Grade 7 110.23
Grade 8 110.24 English I 110.36
English II 110.37 English III 110.38
English IV 110.39

Comprehension: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) dictate or compose literary texts, including personal narratives and poetry; and
(B) dictate or compose literary texts, including personal narratives and poetry;
(C) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
(D) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
(E) publish written work for appropriate audiences.

(E) publish written work for appropriate audiences.

(vii) capitalization of the first letter in a sentence and name;
(viii) capitalization of the beginning of sentences and the pronoun "I";
(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;
(x) capitalization of official titles of people, holidays, and geographical names and places;
(xi) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
(xii) capitalization of abbreviations, initials, acronyms, and organizations;
(xiii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
(xiv) correct capitalization;
(xv) correct capitalization;
(xvi) correct capitalization; and
(xvii) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xviii) correct capitalization.

(v) correct capitalization;
(vi) correct capitalization;
(vii) correct capitalization; and
(viii) correct capitalization.

(v) punctuation, including commas citizens and clauses, phrases and clauses as appropriate; and
dashes, and parentheses to set off phrases and clauses as appropriate; and

(ix) correct capitalization;
(x) correct capitalization;
(xi) correct capitalization; and
(xii) correct capitalization.

(E) publish written work for appropriate audiences.

(vi) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xiv) correct capitalization;
(xv) correct capitalization;
(xvi) correct capitalization; and
(xvii) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xviii) correct capitalization.

(v) punctuation, including commas citizens and clauses, phrases and clauses as appropriate; and
dashes, and parentheses to set off phrases and clauses as appropriate; and

(ix) correct capitalization;
(x) correct capitalization;
(xi) correct capitalization; and
(xii) correct capitalization.

(E) publish written work for appropriate audiences.

(vi) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xiv) correct capitalization;
(xv) correct capitalization;
(xvi) correct capitalization; and
(xvii) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xviii) correct capitalization.

(v) punctuation, including commas citizens and clauses, phrases and clauses as appropriate; and
dashes, and parentheses to set off phrases and clauses as appropriate; and

(ix) correct capitalization;
(x) correct capitalization;
(xi) correct capitalization; and
(xii) correct capitalization.

(E) publish written work for appropriate audiences.

(vi) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xiv) correct capitalization;
(xv) correct capitalization;
(xvi) correct capitalization; and
(xvii) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xviii) correct capitalization.

(v) punctuation, including commas citizens and clauses, phrases and clauses as appropriate; and
dashes, and parentheses to set off phrases and clauses as appropriate; and

(ix) correct capitalization;
(x) correct capitalization;
(xi) correct capitalization; and
(xii) correct capitalization.

(E) publish written work for appropriate audiences.

(vi) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xiv) correct capitalization;
(xv) correct capitalization;
(xvi) correct capitalization; and
(xvii) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xviii) correct capitalization.

(v) punctuation, including commas citizens and clauses, phrases and clauses as appropriate; and
dashes, and parentheses to set off phrases and clauses as appropriate; and

(ix) correct capitalization;
(x) correct capitalization;
(xi) correct capitalization; and
(xii) correct capitalization.

(E) publish written work for appropriate audiences.

(vi) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xiv) correct capitalization;
(xv) correct capitalization;
(xvi) correct capitalization; and
(xvii) capitalization of homonyms, including homographs, homophones, and homonyms; and
(xviii) correct capitalization.

(v) punctuation, including commas citizens and clauses, phrases and clauses as appropriate; and
dashes, and parentheses to set off phrases and clauses as appropriate; and

(ix) correct capitalization;
(x) correct capitalization;
(xi) correct capitalization; and
(xii) correct capitalization.
(B) dictate or compose informational texts, including brief compositions about a topic, using a clear central idea and genre characteristics and craft; and (C) dictate or compose correspondence such as thank you notes or letters.

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. (E) compose literary analysis using genre characteristics and craft; and (F) compose rhetorical analysis using genre characteristics and craft.
## Inquiry and research: listening, speaking, reading, writing, and thinking 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand</th>
<th>Describe the process of inquiry and research using multiple texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>110.2</td>
<td>(A) generate questions for formal and informal inquiry with adult assistance;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(B) develop and follow a research plan with adult assistance;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(C) identify and gather relevant sources and information to answer the questions with adult assistance;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(D) differentiate between primary and secondary sources;</td>
</tr>
<tr>
<td>1</td>
<td>110.3</td>
<td>(E) synthesize information from a variety of sources;</td>
</tr>
<tr>
<td>2</td>
<td>110.4</td>
<td>(F) synthesize information from a variety of sources;</td>
</tr>
<tr>
<td>3</td>
<td>110.5</td>
<td>(G) synthesize information from a variety of sources;</td>
</tr>
<tr>
<td>4</td>
<td>110.6</td>
<td>(A) generate questions for formal and informal inquiry with adult assistance;</td>
</tr>
<tr>
<td>5</td>
<td>110.7</td>
<td>(B) develop and follow a research plan with adult assistance;</td>
</tr>
<tr>
<td>6</td>
<td>110.8</td>
<td>(C) identify and gather relevant information from a variety of sources;</td>
</tr>
<tr>
<td>7</td>
<td>110.9</td>
<td>(D) synthesize information from a variety of sources;</td>
</tr>
<tr>
<td>8</td>
<td>110.10</td>
<td>(E) synthesize information from a variety of sources;</td>
</tr>
</tbody>
</table>

### Kindergarten - Grade 8, Adopted May 10, 2017

High School, English I - IV, Adopted June 23, 2017
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.2</td>
<td>110.3</td>
<td>110.4</td>
<td>110.5</td>
<td>110.6</td>
<td>110.7</td>
<td>110.22</td>
<td>110.23</td>
<td>110.24</td>
<td>110.36</td>
<td>110.37</td>
<td>110.38</td>
<td>110.39</td>
</tr>
</tbody>
</table>

- **(H) examine sources for:**
  - (i) reliability, credibility, and bias; and
  - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
  - (iii) reliability, credibility, and bias, including omission; and
  - (iv) faulty reasoning such as bandwagon appeals, repetition, and loaded language;
  - (v) faulty reasoning such as ad hominem, loaded language, and slippery slope;
  - (vi) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
  - (vii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
  - (viii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;

- **(G) examine sources for:**
  - (i) reliability, credibility, and bias;
  - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
  - (iii) reliability and bias, including omission; and
  - (iv) faulty reasoning such as bandwagon appeals, repetition, and loaded language;
  - (v) faulty reasoning such as ad hominem, loaded language, and slippery slope;
  - (vi) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
  - (vii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
  - (viii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;

- **(I) display academic citations and use source materials ethically; and**
  - (i) display academic citations and use source materials ethically; and
  - (ii) display academic citations and use source materials ethically; and
  - (iii) display academic citations and use source materials ethically; and
  - (iv) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
  - (v) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
  - (vi) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
  - (vii) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
  - (viii) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

- **(F) cite sources appropriately; and**
  - (i) cite sources appropriately; and
  - (ii) cite sources appropriately; and
  - (iii) cite sources appropriately; and
  - (iv) cite sources appropriately; and
  - (v) cite sources appropriately; and
  - (vi) cite sources appropriately; and
  - (vii) cite sources appropriately; and
  - (viii) cite sources appropriately; and

- **(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.**
  - (i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (ii) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (iii) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (iv) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (v) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (vi) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (vii) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
  - (viii) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.