

**College and Career Readiness Standards / Texas Essential Knowledge and Skills Alignment****English / Language Arts**

| <b>CCRS</b>                                                                                                                                                                                               | <b>Foundation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | <b>Enrichment</b>                                                       |
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|                                                                                                                                                                                                           | <b>English Language Arts and Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Spanish Language Arts and Reading and ESOL</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Social Studies</b> | <b>CTE</b>                                                              |
| <b>I. Writing</b>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                                                                         |
| <b>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                                                                         |
| <b>I.A.1. Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.</b>                                               | Kindergarten—(9)(A)-(D), (10)(A)<br>Grade 1—(10)(A)-(D), (11)(A)<br>Grade 2—(10)(A)-(D), (11)(A)<br>Grade 3—(10)(A)-(G), (11)(A)<br>Grade 4—(10)(A)-(E), (11)(A)<br>Grade 5—(10)(A)-(F), (11)(A)<br>Grade 6—(9)(A)-(F), (10)(A)<br>Grade 7—(9)(A)-(F), (10)(A)<br>Grade 8—(9)(A)-(G), (10)(A)<br>English I—(8)(A)-(G), (9)(A)<br>English II—(8)(A)-(G), (9)(A)<br>English III—(8)(A)-(G), (9)(A)<br>English IV—(8)(A)-(G), (9)(A)<br>Reading I-III—(9)(E)<br>College Readiness & Study Skills—(4)(A)<br>Literary Genres—(3)(D)<br>Creative Writing—(1)(B), (E), (2)(C)<br>Research & Technical Writing—(1)(A)-(C)<br>Public Speaking I-III—(3)(A), (6)(C), (8)(B)<br>Independent Study, Speech—(3)(E)<br>Journalism—(3)(B), (K)<br>Advanced Broadcast Journalism I-III—(3)(B) | Kindergarten—(9)(A)-(D), (10)(A)<br>Grade 1—(10)(A)-(D), (11)(A)<br>Grade 2—(10)(A)-(D), (11)(A)<br>Grade 3—(10)(A)-(G), (11)(A)<br>Grade 4—(10)(A)-(E), (11)(A)<br>Grade 5—(10)(A)-(F), (11)(A)<br>Grade 6—(9)(A)-(F)<br>English Learners Language Arts (ELLA)<br>Grade 7—(9)(A)-(F)<br>ELLA 8—(9)(A)-(F)<br>English as a Second Language (ESOL)<br>I—(10)(A)-(H)<br>ESOL II—(10)(A)-(G)<br>English Language Development and Acquisition (ELDA)—(6)(N) |                       | Professional Communications—(11)(M)<br>Business English—(4)(A), (10)(D) |
| <b>I.A.2. Generate ideas, gather information, and manage evidence relevant to the topic and purpose.</b>                                                                                                  | Kindergarten—(10)(A), (12)(A)<br>Grade 1—(11)(A), (13)(A)<br>Grade 2—(11)(A), (13)(A)<br>Grade 3—(11)(A), (13)(A)<br>Grade 4—(11)(A), (13)(A)<br>Grade 5—(11)(A), (13)(A)<br>Grade 6—(10)(A), (12)(A)-(D)<br>Grade 7—(10)(A), (12)(A)-(D)<br>Grade 8—(10)(A), (12)(A)-(D)<br>English I—(9)(A), (11)(E)<br>English II—(9)(A), (11)(E)<br>English III—(9)(A), (11)(E)<br>English IV—(9)(A), (11)(E)<br>Independent Study, English—(2)(C)-(E)<br>Contemporary Media—(5)(A), (C)<br>Creative Writing—(2)(A)<br>Research & Technical Writing—(3)(A)<br>Journalism—(3)(C), (E)<br>Independent Study, Journalism—(1)(A), (B), (D)                                                                                                                                                    | Kindergarten—(10)(A)<br>Grade 1—(11)(A)<br>Grade 2—(11)(A)<br>Grade 3—(11)(A)<br>Grade 4—(11)(A)<br>Grade 5—(11)(A)<br>Grade 6—(11)(A)<br>ELLA 7—(11)(A)<br>ELLA 8—(11)(A)<br>ESOL I—(11)(A)<br>ESOL II—(11)(A)<br>ELDA—(6)(N)                                                                                                                                                                                                                          |                       | Business English—(2)(B)                                                 |
| <b>I.A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; organize material generated; and formulate a thesis or purpose statement.</b>                         | Kindergarten—(10)(B)<br>Grade 1—(11)(B)<br>Grade 2—(11)(B)<br>Grade 3—(11)(B), (12)(B)<br>Grade 4—(11)(B), (12)(B)<br>Grade 5—(11)(B), (12)(B)<br>Grade 6—(10)(B), (11)(B)<br>Grade 7—(10)(B), (11)(B)<br>Grade 8—(10)(B), (11)(B)<br>English I—(9)(B), (10)(B)<br>English II—(9)(B), (10)(B)<br>English III—(9)(B), (10)(B)<br>English IV—(9)(B), (10)(B)<br>Independent Study, Speech—(2)(B), (3)(C)<br>Research & Technical Writing—(1)(D), (3)(B)<br>Debate I-III—(2)(C), (3)(D), (4)(B), (6)(C)<br>Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(1)(E)                                                                                                                                                                                              | Kindergarten—(10)(B)<br>Grade 1—(11)(B)<br>Grade 2—(11)(B), (12)(B)<br>Grade 3—(11)(B), (12)(B)<br>Grade 4—(11)(B), (12)(B)<br>Grade 5—(11)(B), (12)(B)<br>Grade 6—(11)(B), (12)(B)<br>ELLA 7—(11)(B), (12)(B)<br>ELLA 8—(11)(B), (12)(B)<br>ESOL I—(11)(B)<br>ESOL II—(11)(B)<br>ELDA—(7)(C)                                                                                                                                                           |                       | Professional Communications—(11)(L)<br>Business English—(2)(F)          |

|                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                         |
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| <u>LA.4. Review feedback and revise each draft by organizing it more logically and fluidly, refining key ideas, and using language more precisely and effectively.</u> | Kindergarten—(10)(C)<br>Grade 1—(11)(C)<br>Grade 2—(11)(C)<br>Grade 3—(11)(C)<br>Grade 4—(11)(C)<br>Grade 5—(11)(C)<br>Grade 6—(10)(C)<br>Grade 7—(10)(C)<br>Grade 8—(10)(C)<br>English I—(9)(C)<br>English II—(9)(C)<br>English III—(9)(C)<br>English IV—(9)(C)<br>Creative Writing—(1)(G), (2)(E)-(F), (3)(C)<br>Research & Technical Writing—(2)(B), (D), (E)<br>Practical Writing Skills—(2)(E)<br>Independent Study, Speech—(3)(G)                                                                                                                                                                                                                                                          | V                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Business English—(11)(A), (C), (E)                                                                                                                                                                                                                                      |
| <u>LA.5. Edit writing for audience, purpose, context, and style, assuring that it conforms to Standard American English, when appropriate.</u>                         | Kindergarten—(10)(D)<br>Grade 1—(11)(D)<br>Grade 2—(11)(D)<br>Grade 3—(11)(D)<br>Grade 4—(11)(D)<br>Grade 5—(11)(D)<br>Grade 6—(10)(D)<br>Grade 7—(10)(D)<br>Grade 8—(10)(D)<br>English I—(9)(D)<br>English II—(9)(D)<br>English III—(9)(D)<br>English IV—(9)(D)<br>Creative Writing—(2)(E)-(F), (3)(C)<br>Research a& Technical Writing—(2)(C), (E), (F) and (4)(A)-(D)<br>Practical Writing Skills—(1)(A)-(B), (2)(C), (F)                                                                                                                                                                                                                                                                     | Kindergarten—(10)(D)<br>Grade 1—(11)(D)<br>Grade 2—(11)(D)<br>Grade 3—(11)(D)<br>Grade 4—(11)(D)<br>Grade 5—(11)(D)<br>Grade 6—(11)(D)<br>ELLA 7—(11)(D)<br>ELLA 8—(11)(D)<br>ESOL I—(11)(D)<br>ESOL II—(11)(D)<br>ELDA—(6)(F)                                                                                                                                                                                                                                                              |  | Audio/Video Production I—(2)(A)<br>Audio/Video Production I Lab—(2)(A)<br>Audio/Video Production II—(2)(A)<br>Audio/Video Production II Lab—(2)(A)<br>Practicum in Audio/Video Production—(2)(A)<br>Professional Communication—(2)(B)<br>Business English—(11)(D), (14) |
| II. Reading                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                         |
| A. Identify analyze and evaluate information within and across texts of varying lengths and genres.                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                         |
| <u>II.A.1. Use effective reading strategies to determine a written work's purpose and intended audience.</u>                                                           | Kindergarten—(5)(A), (B), (G), (9)(A)-(C)<br>Grade 1—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 2—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 3—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 4—(6)(A), (B), (G), (10)(A)-(D)<br>Grade 5—(6)(A), (B), (G), (10)(A)-(D)<br>Grade 6—(5)(A), (B), (G), (9)(A)-(D)<br>Grade 7—(5)(A), (B), (G), (9)(A)-(D)<br>Grade 8—(5)(A), (B), (G), (9)(A)-(D)<br>English I—(4)(A), (B), (G), (8)(A)-(D)<br>English II—(4)(A), (B), (G), (8)(A)-(D)<br>English III—(4)(A), (B), (G), (7)(D)(ii), (8)(A)-(D), (8)(F)<br>English IV—(4)(A), (B), (G), (7)(D)(ii), (8)(A)-(D), (8)(F)<br>Reading I-III—(4)(F)-(G), (6)(A)<br>College Readiness and Study Skills—(3)(C), (E), (5)(A) | Kindergarten—(5)(A), (B), (G), (9)(A)-(C)<br>Grade 1—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 2—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 3—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 4—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 5—(6)(A), (B), (G), (10)(A)-(C)<br>Grade 6—(6)(A), (B), (G), (10)(A)-(C)<br>ELLA 7—(6)(A), (B), (G), (10)(A)-(C)<br>ELLA 8—(6)(A), (B), (G), (10)(A)-(C)<br>ESOL I—(6)(A), (B), (G), (10)(A)-(C)<br>ESOL II—(6)(A), (B), (G), (10)(A)-(C)<br>ELDA—(2)(C), (5)(A)-(C) |  |                                                                                                                                                                                                                                                                         |
| <u>II.A.2. Use text features to form an overview of informational texts and to determine where to locate information.</u>                                              | Kindergarten—(5)(C), (8)(D)(ii), (9)(C)<br>Grade 1—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 2—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 3—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 4—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 5—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 6—(5)(C), (8)(D)(ii), (9)(C)<br>Grade 7—(5)(C), (8)(D)(ii), (9)(C)<br>Grade 8—(5)(C), (8)(D)(ii), (9)(C)<br>English I—(4)(C), (8)(C)<br>English II—(4)(C), (8)(C)<br>English III—(4)(C), (8)(C)<br>English IV—(4)(C), (8)(C)<br>College Readiness and Study Skills—(4)(D), (5)(C)<br>Literary Genres—(2)(J)                                                                                                                                  | Kindergarten—(5)(C), (8)(D)(ii), (9)(C)<br>Grade 1—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 2—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 3—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 4—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 5—(6)(C), (9)(D)(ii), (10)(C)<br>Grade 6—(6)(C), (9)(D)(ii), (10)(C)<br>ELLA 7—(6)(C), (9)(D)(ii), (10)(C)<br>ELLA 8—(6)(C), (9)(E)(ii), (10)(C)<br>ESOL I—(6)(C), (9)(D)(ii), (10)(C)<br>ESOL II—(6)(C), (9)(D)(ii), (10)(C)<br>ELDA—(4)(C)                                   |  | -                                                                                                                                                                                                                                                                       |
| <u>II.A.3. Identify explicit and implicit textual information including main ideas and author's purpose.</u>                                                           | Kindergarten—(5)(G), (8)(D)(i), (9)(A)<br>Grade 1—(6)(G), (9)(D)(i), (10)(A)<br>Grade 2—(6)(G), (9)(D)(i), (10)(A)<br>Grade 3—(6)(G), (9)(D)(i), (10)(A)<br>Grade 4—(6)(G), (9)(D)(i), (10)(A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Kindergarten—(5)(G), (8)(D)(i), (9)(A)<br>Grade 1—(6)(G), (9)(D)(i), (10)(A)<br>Grade 2—(6)(G), (9)(D)(i), (10)(A)<br>Grade 3—(6)(G), (9)(D)(i), (10)(A)<br>Grade 4—(6)(G), (9)(D)(i), (10)(A)                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                             | <u>Grade 5—(6)(G), (9)(D)(i), (10)(A)</u><br><u>Grade 6—(5)(G), (8)(D)(i), (9)(A)</u><br><u>Grade 7—(5)(G), (8)(D)(i), (9)(A)</u><br><u>Grade 8—(5)(G), (8)(D)(i), (9)(A)</u><br><u>English I—(4)(G), (7)(D)(i), (8)(A)</u><br><u>English II—(4)(G), (7)(D)(i), (8)(A)</u><br><u>English III—(4)(G), (7)(D)(i), (8)(A)</u><br><u>English IV—(4)(G), (7)(D)(i), (8)(A)</u><br><u>Reading I-III—(5)(B), (6)(A)</u>                                                                                                                                                                                                                     | <u>Grade 5—(6)(G), (9)(D)(i), (10)(A)</u><br><u>Grade 6—(6)(G), (9)(D)(i), (10)(A)</u><br><u>ELLA 7—(6)(G), (9)(D)(i), (10)(A)</u><br><u>ELLA 8—(6)(G), (9)(E)(i), (10)(A)</u><br><u>ESOL I—(6)(G), (9)(D)(i), (10)(A)</u><br><u>ESOL II—(6)(G), (9)(D)(i), (10)(A)</u><br><u>ELDA—(5)(A), (C)</u>                                                                                                                                                                                |  |  |
| <u>II.A.4. Make evidence-based inferences about a text's meaning, intent, and values.</u>                                                                   | <u>Kindergarten—(5)(F), (6)(D)</u><br><u>Grade 1—(6)(F), (7)(D)</u><br><u>Grade 2—(6)(F), (7)(D)</u><br><u>Grade 3—(6)(F), (7)(D), (G)</u><br><u>Grade 4—(6)(F), (7)(D), (G)</u><br><u>Grade 5—(6)(F), (7)(D), (G)</u><br><u>Grade 6—(5)(F), (6)(D), (G)</u><br><u>Grade 7—(5)(F), (6)(D), (G)</u><br><u>Grade 8—(5)(F), (6)(D), (G)</u><br><u>English I—(4)(F), (5)(D), (G)</u><br><u>English II—(4)(F), (5)(D), (G)</u><br><u>English III—(2)(B), (4)(F), (5)(D), (G)</u><br><u>English IV—(2)(B), (4)(F), (5)(D), (G)</u><br><u>Reading I-III—(4)(D), (5)(B)-(D)</u><br><u>College Readiness &amp; Study Skills—(4)(D)</u>        | <u>Kindergarten—(5)(F), (6)(D)</u><br><u>Grade 1—(6)(F), (7)(D)</u><br><u>Grade 2—(6)(F), (7)(D)</u><br><u>Grade 3—(6)(F), (7)(D), (G)</u><br><u>Grade 4—(6)(F), (7)(D), (G)</u><br><u>Grade 5—(6)(F), (7)(D), (G)</u><br><u>Grade 6—(6)(F), (7)(D), (G)</u><br><u>ELLA 7—(6)(F), (7)(D), (G)</u><br><u>ELLA 8—(6)(F), (7)(D), (G)</u><br><u>ESOL I—(6)(F), (7)(D), (G)</u><br><u>ESOL II—(6)(F), (7)(D), (G)</u><br><u>ELDA—(2)(A), (F)</u>                                      |  |  |
| <u>II.A.5. Analyze and evaluate implicit and explicit arguments in a variety of texts for the quality and coherence of evidence and reasoning.</u>          | <u>Grade 6—(8)(E), (9)(G), (12)(H)(ii)</u><br><u>Grade 7—(8)(E), (9)(G), (12)(H)(ii)</u><br><u>Grade 8—(6)(J), (9)(G), (8)(E), (12)(H)(ii)</u><br><u>English I—(5)(J), (8)(G), (7)(E), (11)(G)(ii)</u><br><u>English II—(5)(J), (8)(G), (7)(E), (11)(G)(ii)</u><br><u>English III—(5)(J), (8)(G), (7)(E), (11)(G)(ii)</u><br><u>English IV—(5)(J), (8)(G), (7)(E), (11)(G)(ii)</u><br><u>College Readiness &amp; Study Skills—(4)(G)</u><br><u>Visual Media—(1)(C), (2)(A)</u>                                                                                                                                                       | <u>Grade 6—(9)(E), (10)(G), (13)(H)(ii)</u><br><u>ELLA 7—(9)(F), (10)(G), (13)(H)(ii)</u><br><u>ELLA 8—(9)(F), (10)(G), (13)(H)(ii)</u><br><u>ESOL I—(9)(E)-(F), (10)(G)-(H), (13)(G)(ii)</u><br><u>ESOL II—(9)(E)-(F), (10)(G), (13)(G)(ii)</u>                                                                                                                                                                                                                                  |  |  |
| <u>II.A.6. Identify and analyze the author's use of rhetorical and literary devices to create meaning and affect the reader.</u>                            | <u>Kindergarten—(9)(D)-(E)</u><br><u>Grade 1—(10)(D)-(F)</u><br><u>Grade 2—(10)(D)-(F)</u><br><u>Grade 3—(10)(D)-(G)</u><br><u>Grade 4—(9)(B), (10)(D)-(G)</u><br><u>Grade 5—(9)(B), (10)(D)-(G)</u><br><u>Grade 6—(9)(D)-(G)</u><br><u>Grade 7—(9)(D)-(G)</u><br><u>Grade 8—(8)(E)(i), (9)(D)-(G)</u><br><u>English I—(7)(C), (E)(i)-(ii), (8)(D)-(G)</u><br><u>English II—(7)(C), (E)(i)-(ii), (8)(D)-(G)</u><br><u>English III—(7)(E)(i)-(ii), (8)(D)-(G)</u><br><u>English IV—(7)(B), (E)(i)-(ii), (8)(D)-(G)</u><br><u>Literary Genres—(2)(H)-(I)</u>                                                                           | <u>Kindergarten—(9)(D)-(E)</u><br><u>Grade 1—(10)(D)-(F)</u><br><u>Grade 2—(10)(D)-(F)</u><br><u>Grade 3—(10)(D)-(G)</u><br><u>Grade 4—(9)(B), (10)(D)-(G)</u><br><u>Grade 5—(9)(B), (10)(D)-(G)</u><br><u>Grade 6—(10)(D)-(G)</u><br><u>ELLA 7—(10)(D)-(G)</u><br><u>ELLA 8—(10)(D)-(G)</u><br><u>ESOL I—(9)(C), (E)(i)-(ii), (10)(D)-(H)</u><br><u>ESOL II—(9)(C), (E)(i)-(ii), (10)(D)-(G)</u>                                                                                 |  |  |
| <u>II.A.7. Compare and analyze how features of genre are used across texts.</u>                                                                             | <u>Kindergarten—(7)(A)-(D), (8)(B)</u><br><u>Grade 1—(8)(A)-(D), (9)(B)</u><br><u>Grade 2—(8)(A)-(D), (9)(B)</u><br><u>Grade 3—(8)(A)-(D), (9)(B)</u><br><u>Grade 4—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>Grade 5—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>Grade 6—(6)(B), (8)(B), (7)(A)-(D)</u><br><u>Grade 7—(6)(B), (8)(B), (7)(A)-(D)</u><br><u>Grade 8—(6)(B), (8)(B), (7)(A)-(D)</u><br><u>English I—(5)(B), (6)(A)-(D), (7)(B)</u><br><u>English II—(5)(B), (6)(A)-(D), (7)(B)</u><br><u>English III—(5)(B), (6)(A)-(D), (7)(B)</u><br><u>English IV—(5)(B), (6)(A)-(D), (7)(B)</u><br><u>Literary Genres—(2)(B), (L), (3)(D)</u> | <u>Kindergarten—(7)(A)-(D), (8)(B)</u><br><u>Grade 1—(8)(A)-(D), (9)(B)</u><br><u>Grade 2—(8)(A)-(D), (9)(B)</u><br><u>Grade 3—(8)(A)-(D), (9)(B)</u><br><u>Grade 4—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>Grade 5—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>Grade 6—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>ELLA 7—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>ELLA 8—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>ESOL I—(7)(B), (8)(A)-(D), (9)(B)</u><br><u>ESOL II—(7)(B), (8)(A)-(D), (9)(B)</u>     |  |  |
| <u>II.A.8. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</u> | <u>Kindergarten—(7)(A), (8)(D)</u><br><u>Grade 1—(8)(A), (9)(D)</u><br><u>Grade 2—(8)(A), (9)(D)</u><br><u>Grade 3—(8)(A), (8)(D), (9)(E)</u><br><u>Grade 4—(8)(A), (8)(D), (9)(E), (10)(A)</u><br><u>Grade 5—(8)(A), (8)(D), (9)(E), (10)(A)</u><br><u>Grade 6—(7)(A), (8)(D), (8)(E)</u><br><u>Grade 7—(7)(A), (8)(D), (8)(E)</u><br><u>Grade 8—(7)(A), (8)(D), (8)(E)</u><br><u>English I—(6)(A), (7)(D)-(E)</u><br><u>English II—(6)(A), (7)(D)-(E)</u>                                                                                                                                                                          | <u>Kindergarten—(7)(A), (8)(D)</u><br><u>Grade 1—(8)(A), (9)(D)</u><br><u>Grade 2—(8)(A), (9)(D)</u><br><u>Grade 3—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>Grade 4—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>Grade 5—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>Grade 6—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>ELLA 7—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>ELLA 8—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>ESOL I—(8)(A), (9)(D), (E)(i)-(ii)</u><br><u>ESOL II—(8)(A), (9)(D), (E)(i)-(ii)</u> |  |  |

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|                                                                                                                           | English III—(6)(A), (7)(D)-(E)<br>English IV— (6)(A), (7)(D)-(E)<br>Reading I-III—(5)(A), (10)(B)<br>Literary Genres—(2)(A)-(B)                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |  |   |
| <b>B. Apply a variety of strategies to determine the meanings of unfamiliar words and phrases.</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |  |   |
| <u>II.B.1. Identify new words and concepts acquired through study of their relationships to other words and concepts.</u> | Kindergarten—(3)(B)<br>Grade 1—(3)(B)<br>Grade 2—(3)(B)<br>Grade 3—(3)(B)<br>Grade 4—(3)(B)<br>Grade 5—(3)(B)<br>Grade 6—(2)(B)<br>Grade 7—(2)(B)<br>Grade 8—(2)(B)<br>English I—(2)(B)-(C)<br>English II—(2)(B)-(C)<br>English III—(2)(B)-(C)<br>English IV—(2)(B)-(C)<br>Reading I-III—(5)(A), (10)(B)<br>Literary Genres—(2)(B)<br>College Readiness & Study Skills—(2)(C), (F)<br>Reading I-III—(2)(D)<br>Literary Genres—(1)(B) | Kindergarten—(3)(B)-(C)<br>Grade 1—(3)(B)-(C)<br>Grade 2—(3)(B)-(C)<br>Grade 3—(3)(B)-(C)<br>Grade 4—(3)(B)-(C)<br>Grade 5—(3)(B)-(C)<br>Grade 6—(3)(B)-(C)<br>ELLA 7—(3)(B)-(C)<br>ELLA 8—(3)(B)-(C)<br>ESOL I—(3)(C)<br>ESOL II—(3)(C) |  | - |
| <u>II.B.2. Apply knowledge of roots and affixes to infer the meanings of new words.</u>                                   | Grade 1—(3)(C)<br>Grade 2—(3)(C)<br>Grade 3—(3)(C)<br>Grade 4—(3)(C)<br>Grade 5—(3)(C)<br>Grade 6—(2)(C)<br>Grade 7—(2)(C)<br>Grade 8—(2)(C)<br>College Readiness & Study Skills—(2)(B)<br>Practical Writing Skills—(6)(A)                                                                                                                                                                                                           | Grade 1—(3)(C)<br>Grade 2—(3)(C)<br>Grade 3—(3)(C)<br>Grade 4—(3)(C)<br>Grade 5—(3)(C)<br>Grade 6—(3)(C)<br>Grade 7—(3)(C)<br>Grade 8—(3)(C)<br>ESOL I—(3)(C)<br>ESOL II—(3)(C)                                                          |  |   |
| <u>II.B.3. Use reference guides to confirm the meanings of new words or concepts.</u>                                     | Kindergarten—(3)(A)<br>Grade 1—(3)(A)<br>Grade 2—(3)(A)<br>Grade 3—(3)(A)<br>Grade 4—(3)(A)<br>Grade 5—(3)(A)<br>Grade 6—(2)(A)<br>Grade 7—(2)(A)<br>Grade 8—(2)(A)<br>English I—(2)(B)-(C)<br>English II—(2)(B)-(C)<br>English III—(2)(B)-(C)<br>English IV—(2)(B)-(C)<br>Reading I-III—(1)(B), (2)(E)<br>College Readiness & Study Skills—(2)(E)<br>Practical Writing Skills—(6)(B)                                                | Kindergarten—(3)(A)<br>Grade 1—(3)(A)<br>Grade 2—(3)(A)<br>Grade 3—(3)(A)<br>Grade 4—(3)(A)<br>Grade 5—(3)(A)<br>Grade 6—(3)(A)<br>ELLA 7—(3)(A)<br>ELLA 8—(3)(A)<br>ESOL I—(3)(A)<br>ESOL II—(3)(A)<br>ELDA—(1)(J)                      |  |   |
| <u>II.B.4. Make inferences about the denotative and connotative meanings of unfamiliar words using context clues.</u>     | English I—(2)(B)<br>English II—(2)(B)<br>English III—(2)(B)<br>English IV—(2)(B)<br>College Readiness & Study Skills—(2)(D), (F)<br>Reading I-III—(2)(C)<br>Literary Genres—(1)(C)                                                                                                                                                                                                                                                   | ESOL I—(3)(B)<br>ESOL II—(3)(B)                                                                                                                                                                                                          |  |   |
| <b>C. Read and analyze literary and other texts from a variety of cultural and historical contexts.</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |  |   |
| <u>II.C.1. Read widely, including complete texts from American, British, and world literatures.</u>                       | Kindergarten—(4)(A)<br>Grade 1—(5)(A)<br>Grade 2—(5)(A)<br>Grade 3—(5)(A)<br>Grade 4—(5)(A)<br>Grade 5—(5)(A)<br>Grade 6—(4)(A)<br>Grade 7—(4)(A)<br>Grade 8—(4)(A)<br>English I—(3)(A), (7)(A)<br>English II—(3)(A), (7)(A)<br>English III—(3)(A), (7)(A)<br>English IV—(3)(A), (7)(A)<br>Reading I-III—(3)(A)-(E)<br>College Readiness & Study Skills—(1)(A)-(B)<br>Humanities—(1)(B)                                              | Kindergarten—(4)(A)<br>Grade 1—(5)(A)<br>Grade 2—(5)(A)<br>Grade 3—(5)(A)<br>Grade 4—(5)(A)<br>Grade 5—(5)(A)<br>Grade 6—(5)(A)<br>ELLA 7—(5)(A)<br>ELLA 8—(5)(A)<br>ESOL I—(5)(A)<br>ESOL II—(5)(A)                                     |  |   |

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| II.C.2. Analyze the relationships between works of literature and the historical periods and cultural contexts in which they were written.       | Grade 4—(8)(D)<br>Grade 5—(8)(D)<br>Grade 6—(7)(D)<br>English II—(6)(A), (B), (D)<br>English III—(6)(D)<br>English IV—(6)(D), (7)(B)<br>Reading I-III—(10)(B)<br>Humanities—(1)(B), (2)(D), (3)(A), (4)(D)<br>Literary Genres—(4)(B)-(C)                                                                                                                                                                                                                                                                                                                                        | Grade 4—(8)(D)<br>Grade 5—(8)(D)<br>Grade 6—(8)(D)<br>ESOL II—(A), (B), (D)                                                                                                                                                                                                                                                                                             |  | - |  |
| II.C.3. Examine the influence of myths, oral traditions, and Classical literature on subsequent works over time.                                 | Grade 3—(9)(A)<br>Grade 4—(9)(A)<br>Grade 5—(9)(A)<br>Grade 6—(8)(A)<br>Grade 7—(8)(A)<br>Public Speaking I-III—(1)(A)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grade 3—(9)(A)<br>Grade 4—(9)(A)<br>Grade 5—(9)(A)<br>Grade 6—(9)(A)<br>ELLA 7—(9)(A)                                                                                                                                                                                                                                                                                   |  |   |  |
| <b>D. Acquire insights about oneself, others, or the world from reading diverse texts.</b>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |  |   |  |
| II.D.1. Make text-to-self, text-to-text, and text-to-world connections.                                                                          | Kindergarten—(5)(E), (6)(A)<br>Grade 1—(6)(E), (7)(A)<br>Grade 2—(6)(E), (7)(A)<br>Grade 3—(6)(E), (7)(A)<br>Grade 4—(6)(E), (7)(A)<br>Grade 5—(6)(E), (7)(A)<br>Grade 6—(5)(E), (6)(A), (H), (I)<br>Grade 7—(5)(E), (6)(A), (H), (I)<br>Grade 8—(6)(E), (6)(A), (H), (I)<br>English I—(4)(E), (5)(A), (H), (I)<br>English II—(4)(E), (5)(A), (H), (I)<br>English III—(4)(E), (5)(A), (H), (I)<br>English IV—(4)(E), (5)(A), (H), (I)<br>Oral Interpretation I-III—(6)(E)<br>Reading I-III—(3)(D), (8)(C), (10)(A)<br>Literary Genres—(4)(A)<br>Practical Writing Skills—(5)(H) | Kindergarten—(5)(E), (6)(A)<br>Grade 1—(6)(E), (7)(A)<br>Grade 2—(6)(E), (7)(A)<br>Grade 3—(6)(E), (7)(A)<br>Grade 4—(6)(E), (7)(A)<br>Grade 5—(6)(E), (7)(A)<br>Grade 6—(6)(E), (7)(A), (H), (I)<br>ELLA 7—(6)(E), (7)(A), (H), (I)<br>ELLA 8—(6)(E), (7)(A), (H), (I)<br>ESOL I—(6)(E), (7)(A), (H), (I), (K)<br>ESOL II—(6)(E), (7)(A), (H), (I), (K)<br>ELDA—(2)(D) |  |   |  |
| II.D.2. Recognize the potential of diverse texts to cultivate empathy.                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |  | - |  |
| II.D.3. Appreciate the aesthetic qualities and values of diverse texts.                                                                          | Humanities—(2)(A), (3)(A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                         |  |   |  |
| <b>III. Speaking</b>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |  |   |  |
| <b>A. Understand the elements of both formal and informal communication both in group discussions, one-on-one situations, and presentations.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |  |   |  |
| III.A.1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions.                   | Kindergarten—(1)(A)<br>Grade 1—(1)(A), (D)-(E)<br>Grade 2—(1)(A), (D)-(E)<br>Grade 3—(1)(A), (D)-(E)<br>Grade 4—(1)(A), (D)<br>Grade 5—(1)(A), (D)<br>Grade 6—(1)(A), (D)<br>Grade 7—(1)(A), (D)<br>Grade 8—(1)(A), (D)<br>English I—(1)(A), (D)<br>English II—(1)(A), (D)<br>English III—(1)(A), (D)<br>English IV—(1)(A), (D)<br>Oral Interpretation I-III—(7)(C)-(D)<br>Advanced Broadcast Journalism I-III—(4)(B)-(C)                                                                                                                                                       | Kindergarten—(1)(E)<br>Grade 1—(1)(A), (D)-(E)<br>Grade 2—(1)(A), (D)-(E)<br>Grade 3—(1)(A), (D)-(E)<br>Grade 4—(1)(A), (D)-(E)<br>Grade 5—(1)(A), (D)-(E)<br>Grade 6—(1)(A), (D)-(E)<br>ELLA 7—(1)(A), (D)-(E)<br>ELLA 8—(1)(A), (D)-(F)<br>ESOL I—(1)(B), (E)-(G), (6)(G)<br>ESOL II—(1)(B), (E)-(G)                                                                  |  |   |  |
| III.A.2. Engage in reasoned dialogue, including with people who have different perspectives                                                      | Grade 8—(1)(D)<br>English I—(1)(D)<br>English II—(1)(D)<br>English III—(1)(D)<br>English IV—(1)(D)<br>Debate I-III—(3), (5), (6)<br>Communication Applications—(3)(E), (H)                                                                                                                                                                                                                                                                                                                                                                                                      | ELLA 8—(1)(E)<br>ESOL I—(1)(A), (E)<br>ESOL II—(1)(A), (E)<br>ELDA—(1)(C)                                                                                                                                                                                                                                                                                               |  | - |  |
| III.A.3. Understand how style, register, and content of spoken language vary in different contexts and influence the listener's understanding.   | Grade 8—(1)(C)<br>English I—(1)(C)<br>English II—(1)(C)<br>English III—(1)(C)<br>English IV—(1)(C)<br>Advanced Broadcast Journalism—(3)(F)                                                                                                                                                                                                                                                                                                                                                                                                                                      | ELLA 8—(1)(E)<br>ESOL I—(1)(A), (E)<br>ESOL II—(1)(A), (E)                                                                                                                                                                                                                                                                                                              |  |   |  |

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
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| III.A.4. Adjust delivery, vocabulary, and length of message for particular audiences, purposes, and contexts.                          | Grade 6—(1)(C)<br>Grade 7—(1)(C)<br>Grade 8—(1)(C)<br>English I—(1)(C)<br>English II—(1)(C)<br>English III—(1)(C)<br>English IV—(1)(C)<br>Oral Interpretation—(6)(C)-(D)<br>Advanced Broadcast Journalism—(3)(F)                                                                                                                                                                                                                                                                                                                | ELLA 8—(1)(E)<br>ESOL I—(1)(A), (E)<br>ESOL II—(1)(A), (E)<br>ELDA—(3)(E)                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| III.A.5. Plan and deliver focused, coherent presentations that convey clear and distinct perspectives and demonstrate sound reasoning. | Grade 5—(1)(C)<br>Grade 6—(1)(C)<br>Grade 7—(1)(C)<br>Grade 8—(1)(C)<br>English I—(1)(C)<br>English II—(1)(C)<br>English III—(1)(C)<br>English IV—(1)(C)<br>Contemporary Media—(5)(C)<br>Communication Applications—(4)(A)-(N)<br>Independent Study, Speech—(4)(A)-(C)<br>Public Speaking I-III—(7)(A)-(E)<br>Oral Interpretation I-III—(7)(D)                                                                                                                                                                                  | Grade 5—(1)(C)<br>Grade 6—(1)(C)<br>ELLA 7—(1)(C)<br>ELLA 8—(1)(C), (D)<br>ESOL I—(1)(D)<br>ESOL II—(1)(D)                                                                                                                                                                                                          | Grade 7—(22)(C)<br>Grade 8—(30)(C)<br>Economics—(22)(C)<br>U.S. History Studies—(29)(A)<br>World History Studies—(30)(C)<br>U.S. Government—(20)(B)<br>Economics Advanced Studies—(4)(C)<br>Social Studies Advanced Studies—(4)(B)<br>Psychology—(15)(D) | College and Career Readiness—(3)(F)<br>Project-Based Research—(1)(I), (5)(E)<br>Practicum in Agriculture, Food, and Natural Resources (AFNR)—(8)(B)<br>Professional Standards in Agriculture—(6)(D)<br>Principles of AFNR—(8)(A)<br>Agricultural Lab and Field Experiences—(2)(C)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                       |
| <b>IV. Listening</b>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| A. Apply listening skills in a variety of settings and contexts                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| IV.A.1. Use a variety of active listening strategies to enhance comprehension                                                          | Kindergarten—(1)(A), (5)(I)<br>Grade 1—(1)(A), (6)(I)<br>Grade 2—(1)(A), (6)(I)<br>Grade 3—(1)(A), (6)(I)<br>Grade 4—(1)(A), (6)(I)<br>Grade 5—(1)(A), (6)(I)<br>Grade 6—(1)(A), (5)(I)<br>Grade 7—(1)(A), (5)(I)<br>Grade 8—(1)(A), (5)(I)<br>English I—(1)(A), (4)(I)<br>English II—(1)(A), (4)(I)<br>English III—(4)(I)<br>English IV—(4)(I)<br>Public Speaking I-III—(1)(E)<br>Communication Applications—(3)(E)<br>Debate I-III—(8)(A), (9)(C)<br>Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(E) | Kindergarten—(1)(A), (5)(I)<br>Grade 1—(1)(A), (6)(I)<br>Grade 2—(1)(A), (6)(I)<br>Grade 3—(1)(A), (6)(I)<br>Grade 4—(1)(A), (6)(I)<br>Grade 5—(1)(A), (6)(I)<br>Grade 6—(1)(A), (6)(I)<br>ELLA 7—(1)(A), (6)(I)<br>ELLA 8—(1)(A), (6)(I)<br>ESOL I—(1)(A), (6)(I)<br>ESOL II—(1)(A), (6)(I)<br>ELDA—(1)(K), (2)(E) |                                                                                                                                                                                                                                                          | Principles of Architecture—(7)(B)<br>Business English—(5)(E)<br>Practicum in Human Services—(3)(B)<br>Project-Based Research—(2)(A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                       |
| IV.A.1. Listen critically and respond appropriately                                                                                    | Kindergarten—(1)(A), (D)<br>Grade 1—(1)(A), (D)<br>Grade 2—(1)(A), (D)<br>Grade 3—(1)(A), (D)<br>Grade 4—(1)(A), (D)<br>Grade 5—(1)(A), (D)<br>Grade 6—(1)(A), (D)<br>Grade 7—(1)(A), (D)<br>Grade 8—(1)(A), (D)<br>English I—(1)(A), (D)<br>English II—(1)(A), (D)<br>English III—(1)(B), (D)<br>English IV—(1)(B), (D)<br>Public Speaking I-III—(1)(E)<br>Oral Interpretation I-III—(8)(A)<br>Debate I-III—(8)(A), (9)(C)<br>Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(E)                         | Kindergarten—(1)(A)<br>Grade 1—(1)(A)<br>Grade 2—(1)(A)<br>Grade 3—(1)(A)<br>Grade 4—(1)(A)<br>Grade 5—(1)(A)<br>Grade 6—(1)(A)<br>ELLA 7—(1)(A)<br>ELLA 8—(1)(A)<br>ESOL I—(1)(A)<br>ESOL II—(1)(A)<br>ELDA—(2)(E), (4)(B)                                                                                         |                                                                                                                                                                                                                                                          | Principles of Architecture—(7)(B); Principles of Arts, Audio/Video Technology, and Communications—(3)(G); Animation I Lab—(3)(F); Animation II—(3)(F); Animation II Lab—(3)(F); Audio/Video Production I—(3)(F); Audio/Video Production I Lab—(3)(F); Audio/Video Production II—(3)(F); Audio/Video Production II Lab—(4)(F); Digital Audio Technology I—(3)(F); Digital Audio Technology II—(3)(F); Printing and Imaging Technology I—(3)(F); Printing and Imaging Technology I Lab—(3)(F); Printing and Imaging Technology II—(3)(F); Printing and Imaging Technology II Lab—(3)(F); Commercial Photography I—(3)(F); Commercial Photography I Lab—(3)(F); Commercial Photography II—(3)(F); Commercial Photography II Lab—(3)(F); Graphic Design and Illustration I—(3)(F); Graphic Design and Illustration I Lab—(3)(F); Graphic Design and Illustration II Lab—(3)(F); Professional Communications—(3)(G); Practicum in Animation—(3)(F); Practicum in Audio/Video Production—(3)(F); Practicum in Printing and Imaging Technology—(3)(F); Practicum in Commercial Photography—(3)(F); Practicum in Graphic Design and Illustration—(3)(F); Business English—(5)(E); Practicum in Human Services—(3)(B); Project-Based Research—(2)(A) | Digital Video and Audio Design—(5)(F) |
| IV.A.3. Develop an awareness of rhetorical and stylistic choices used to convey a message                                              | English III—(1)(A), (C)<br>English IV—(1)(A), (C)<br>Public Speaking I-III—(1)(B)-(C), (F), (2)(A)-(F), (6)(E)-(F), (8)(B)<br>Oral Interpretation I-III—(8)(B)-(C)                                                                                                                                                                                                                                                                                                                                                              | ESOL II—(1)(G)<br>ELDA—(4)(B)                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -                                     |

| V. Research                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |  |
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| A. Formulate topic and questions.                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |  |
| V.A.1. Articulate and investigate research questions                  | <u>Kindergarten—(12)(A)</u><br><u>Grade 1—(13)(A)</u><br><u>Grade 2—(13)(A)</u><br><u>Grade 3—(13)(A)</u><br><u>Grade 4—(13)(A)</u><br><u>Grade 5—(13)(A)</u><br><u>Grade 6—(12)(A)</u><br><u>Grade 7—(12)(A)</u><br><u>Grade 8—(12)(A)</u><br><u>English I—(11)(A)</u><br><u>English II—(11)(A)</u><br><u>English III—(11)(A)</u><br><u>English IV—(11)(A)</u><br><u>Independent Study, English—(1)(B)-(C)</u><br><u>Research &amp; Technical Writing—(3)(A)-(B)</u><br><u>Independent Study, Speech—(2)(A)-(C)</u><br><u>Independent Study, Journalism—(1)(A), (C)-(E)</u> | <u>Kindergarten—(12)(A)</u><br><u>Grade 1—(13)(A)</u><br><u>Grade 2—(13)(A)</u><br><u>Grade 3—(13)(A)</u><br><u>Grade 4—(13)(A)</u><br><u>Grade 5—(13)(A)</u><br><u>Grade 6—(13)(A)</u><br><u>ELLA 7—(13)(A)</u><br><u>ELLA 8—(13)(A)</u><br><u>ESOL I—(13)(A)</u><br><u>ESOL II—(13)(A)</u>                     | <u>Kindergarten—(13)(A), (15)</u><br><u>Grade 1—(16)(A), (18)</u><br><u>Grade 2—(15)(A), (17)</u><br><u>Grade 3—(14)(A), (16)</u><br><u>Grade 4—(19)(A), (22)</u><br><u>Grade 5—(23)(A), (26)</u><br><u>Grade 6—(19)(A), (22)</u><br><u>Grade 7—(20)(A), (23)</u><br><u>Grade 8—(29)(A), (31)</u><br><u>Economics—(23)</u><br><u>U.S. History—(28)(A), (31)</u><br><u>World History—(31)</u><br><u>World Geography—(23)(C)</u><br><u>U.S. Government—(21)</u><br><u>Psychology—(16)(A)</u><br><u>Sociology—(21)(A)</u><br><u>Special Topics—(1)(F)</u><br><u>Research Methods—(2)(C)-(E), (G)</u><br><u>Advanced Studies—(1)(C), (E)</u> | <u>Accounting I—(12)(F)(i); Accounting II—(7)(B)(i);</u>                                                                                                                                                                                                                                                                                                              |                                                                                                      |  |
| V.A.2. Explore and refine a research topic                            | <u>Kindergarten—(12)(B)</u><br><u>Grade 1—(13)(B)</u><br><u>Grade 2—(13)(B)</u><br><u>Grade 3—(13)(B)</u><br><u>Grade 4—(13)(B)</u><br><u>Grade 5—(13)(B)</u><br><u>Grade 6—(12)(B)-(C)</u><br><u>Grade 7—(12)(B)-(C)</u><br><u>Grade 8—(12)(B)-(C)</u><br><u>English I—(11)(B)-(D)</u><br><u>English II—(11)(B)-(D)</u><br><u>English III—(11)(B)-(D)</u><br><u>English IV—(11)(B)-(D)</u><br><u>Independent Study, English—(2)(A)</u><br><u>Independent Study, Speech—(1)(A)-(B)</u>                                                                                       | <u>Kindergarten—(12)(B)</u><br><u>Grade 1—(13)(B)</u><br><u>Grade 2—(13)(B)</u><br><u>Grade 3—(13)(B)</u><br><u>Grade 4—(13)(B)</u><br><u>Grade 5—(13)(B)</u><br><u>Grade 6—(13)(B)-(C)</u><br><u>ELLA 7—(13)(B)-(C)</u><br><u>ELLA 8—(13)(B)-(C)</u><br><u>ESOL I—(13)(B)-(D)</u><br><u>ESOL II—(13)(B)-(D)</u> | <u>World Geography—(23)(A)</u><br><u>Research Methods—(2)(B), (6)(B)</u><br><u>Advanced Studies—(2)(B), (C)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Livestock Production—(10)(A); Advanced Animal Science—(13)(D); Advanced Plant and Soil Science—(7)(A); Agricultural Laboratory and Field Experience—(2)(D); Accounting I—(12)(F); Accounting II—(7)(B); Practicum in Local, State, and Federal Government—(5)(A); Extended Practicum in Local, State, and Federal Government—(5)(B); World Health Research (8)</u> | <u>K-2—(3)(B)</u><br><u>Grade 6—(3)(A), (4)(A)</u><br><u>Grade 7—(3)(A)</u><br><u>Grade 8—(3)(A)</u> |  |
| V.A.3. Devise a plan for completing work on time                      | <u>Independent Study, Speech—(1)(D)</u><br><u>Advanced Broadcast Journalism I-III—(4)(D)</u><br><u>Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(D)</u>                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  | <u>Psychology—(17)(B)</u><br><u>Advanced Studies—(3)(B)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |  |
| B. Locate, evaluate, and select information from a variety of sources |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |  |
| V.B.1. Explore and collect a range of potential sources               | <u>Kindergarten—(12)(C)</u><br><u>Grade 1—(13)(C)</u><br><u>Grade 2—(13)(C)</u><br><u>Grade 3—(13)(C)</u><br><u>Grade 4—(13)(C)</u><br><u>Grade 5—(13)(C)</u><br><u>Grade 6—(12)(D)</u><br><u>Grade 7—(12)(D)</u><br><u>Grade 8—(12)(D)</u><br><u>English I—(11)(E)</u><br><u>English II—(11)(E)</u><br><u>English III—(11)(E)</u><br><u>English IV—(11)(E)</u><br><u>Literary Genres—(5)(B)</u><br><u>Research &amp; Technical Writing—(3)(B)</u><br><u>Debate I-III—(6)(A)</u><br><u>Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(1)(D)</u>          | <u>Kindergarten—(12)(C)</u><br><u>Grade 1—(13)(C)</u><br><u>Grade 2—(13)(C)</u><br><u>Grade 3—(13)(C)</u><br><u>Grade 4—(13)(C)</u><br><u>Grade 5—(13)(C)</u><br><u>Grade 6—(13)(D)</u><br><u>ELLA 7—(13)(D)</u><br><u>ELLA 8—(13)(D)</u><br><u>ESOL I—(13)(E)</u><br><u>ESOL II—(13)(E)</u>                     | <u>Grade 3—(17)(D), (E)</u><br><u>Grade 4—(19)(A), (C)</u><br><u>Grade 5—(24)(A), (C)</u><br><u>Grade 6—(19)(A), (C)</u><br><u>Grade 7—(20)(A), (C)</u><br><u>Grade 8—(29)(A), (C)</u><br><u>Special Topics—(2)(A)</u><br><u>Advanced Studies—(1)(B)</u>                                                                                                                                                                                                                                                                                                                                                                                 | <u>Agricultural Laboratory and Field Experience—(2)(A); Accounting I—(12)(F)(ii); Accounting II—(7)(B)(ii), (v); Statistics and Business Decision Making—(8)(B); Practicum in Local, State, and Federal Government—(5)(C)</u>                                                                                                                                         | <u>Grade 6—(3)(C)</u><br><u>Grade 7—(3)(C)</u><br><u>Grade 8—(3)(C)</u>                              |  |
| V.B.2. Distinguish between and among primary and secondary sources    | <u>Grade 2—(13)(D)</u><br><u>Grade 3—(13)(D)</u><br><u>Grade 4—(13)(D)</u><br><u>Grade 5—(13)(D)</u><br><u>Grade 6—(12)(E)</u><br><u>Grade 7—(12)(E)</u><br><u>Grade 8—(12)(E)</u><br><u>Research &amp; Technical Writing—(3)(B)</u><br><u>Independent Study, Speech—(2)(A)</u><br><u>Independent Study, Journalism—(1)(C)</u>                                                                                                                                                                                                                                               | <u>Grade 2—(13)(D)</u><br><u>Grade 3—(13)(D)</u><br><u>Grade 4—(13)(D)</u><br><u>Grade 5—(13)(D)</u><br><u>Grade 6—(13)(E)</u><br><u>ELLA 7—(13)(E)</u><br><u>ELLA 8—(13)(E)</u>                                                                                                                                 | <u>Grade 4—(19)(A)</u><br><u>Grade 5—(24)(A)</u><br><u>Grade 6—(19)(A)</u><br><u>Grade 7—(20)(A)</u><br><u>Grade 8—(29)(A)</u><br><u>Special Topics—(2)(B)</u><br><u>Research Methods—(2)(F)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |  |
| V.B.3. Assess the relevance and credibility of sources                | <u>Grade 5—(13)(D)</u><br><u>Grade 6—(12)(H)(i)</u><br><u>Grade 7—(12)(H)(i)</u><br><u>Grade 8—(12)(H)(i)</u><br><u>English I—(11)(G)</u><br><u>English II—(11)(G)</u>                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Grade 5—(13)(D)</u><br><u>Grade 6—(13)(H)</u><br><u>ELLA 7—(13)(H)</u><br><u>ELLA 8—(13)(H)</u><br><u>ESOL I—(13)(G)</u><br><u>ESOL II—(13)(G)</u>                                                                                                                                                            | <u>Grade 7—(20)(F)</u><br><u>Grade 8—(29)(F)</u><br><u>U.S. History—(28)(D)</u><br><u>World History—(28)(D)</u><br><u>World Geography—(21)(A)</u><br><u>U.S. Government—(19)(D)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Agricultural Laboratory and Field Experience—(2)(B); Professional Communications—(11)(K); Accounting I—(12)(F)(iii); Accounting II—(7)(B)(iii); Engineering Design and Problem Solving—(6)(E)</u>                                                                                                                                                                  | -                                                                                                    |  |

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|                                                       | English III—(11)(G)<br>English IV—(11)(G)<br>Advanced Journalism: Yearbook,<br>Newspaper, Literary Magazine I-III—<br>(2)(A)                                                                                                                                                   |                                                                                                                                                                                                                                              | Special Topics—(2)(G)<br>Research Methods—(4)(G) |                                                                                                                         |  |  |
| C. Design and produce an effective product            |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                              |                                                  |                                                                                                                         |  |  |
| V.C.1.Integrate and organize<br>material effectively  | Kindergarten—(12)(D), (E)<br>Grade 1—(13)(D), (E)<br>Grade 2—(13)(E)<br>Grade 3—(13)(E)<br>Grade 4—(13)(E)<br>Grade 5—(13)(E)<br>Grade 6—(12)(F)<br>Grade 7—(12)(F)<br>Grade 8—(12)(F)<br>English I—(11)(F)<br>English II—(11)(F)<br>English III—(11)(F)<br>English IV—(11)(F) | Kindergarten—(12)(D), (E)<br>Grade 1—(13)(D), (E)<br>Grade 2—(13)(E)<br>Grade 3—(13)(E)<br>Grade 4—(13)(E)<br>Grade 5—(13)(E)<br>Grade 6—(12)(F)<br>Grade 7—(12)(F)<br>ELLA 7—(12)(F)<br>ELLA 8—(12)(F)<br>ESOL I—(12)(F)<br>ESOL II—(12)(F) |                                                  | Accounting II—(7)(B)(vi); Planning and<br>Governance—(5)(C);                                                            |  |  |
| V.C.2.Use and attribute source<br>material ethically  | Grade 2—(13)(F)<br>Grade 3—(13)(G)<br>Grade 4—(13)(G)<br>Grade 5—(13)(G)<br>Grade 6 (12)(I)<br>Grade 7 (12)(I)<br>Grade 8 (12)(I)<br>English I—(11)(H)<br>English II—(11)(H)<br>English III—(11)(H)<br>English IV—(11)(H)                                                      | Grade 2—(13)(F)<br>Grade 3—(13)(G)<br>Grade 4—(13)(G)<br>Grade 5—(13)(G)<br>Grade 6—(13)(I)<br>ELLA 7—(13)(I)<br>ELLA 8—(13)(I)<br>ESOL I—(13)(H)<br>ESOL II—(13)(H)                                                                         |                                                  | Principles of Information Technology—(13)(F);<br>Digital Media—(4)(G); Engineering Design and<br>Problem Solving—(6)(E) |  |  |
| V.C.3. Follow relevant rules<br>governing attribution | Grade 2—(13)(F)<br>Grade 3—(13)(G)<br>Grade 4—(13)(G)<br>Grade 5—(13)(G)<br>Grade 6—(12)(I)<br>Grade 7—(12)(I)<br>Grade 8—(12)(I)<br>English I—(11)(H)<br>English II—(11)(H)<br>English III—(11)(H)<br>English IV—(11)(H)                                                      | Kindergarten—<br>Grade 1—<br>Grade 2—<br>Grade 3—<br>Grade 4—<br>Grade 5—<br>Grade 6—<br>ELLA 7—<br>ELLA 8—<br>ESOL I—<br>ESOL II—                                                                                                           |                                                  | Accounting II—(7)(B)(vi);                                                                                               |  |  |