

Figure: 19 TAC §74.6(f)

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

CCRS	Foundation			Enrichment
	English Language Arts and Reading	Spanish Language Arts and Reading and ESOL	Social Studies	CTE
I. Writing				
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.				
I.A.1. Determine effective approaches, genres, rhetorical techniques, and media that demonstrate understanding of the writer's purpose and audience.	Kindergarten—(9)(A)-(D), (10)(A) Grade 1—(10)(A)-(D), (11)(A) Grade 2—(10)(A)-(D), (11)(A) Grade 3—(10)(A)-(G), (11)(A) Grade 4—(10)(A)-(E), (11)(A) Grade 5—(10)(A)-(F), (11)(A) Grade 6—(9)(A)-(F), (10)(A) Grade 7—(9)(A)-(F), (10)(A) Grade 8—(9)(A)-(G), (10)(A) English I—(8)(A)-(G), (9)(A) English II—(8)(A)-(G), (9)(A) English III—(8)(A)-(G), (9)(A) English IV—(8)(A)-(G), (9)(A) Reading I-III—(9)(E) College Readiness & Study Skills—(4)(A) Literary Genres—(3)(D) Creative Writing—(1)(B), (E), (2)(C) Research & Technical Writing—(1)(A)-(C) Public Speaking I-III—(3)(A), (6)(C), (8)(B) Independent Study, Speech—(3)(E) Journalism—(3)(B), (K) Advanced Broadcast Journalism I-III—(3)(B)	Kindergarten—(9)(A)-(D), (10)(A) Grade 1—(10)(A)-(D), (11)(A) Grade 2—(10)(A)-(D), (11)(A) Grade 3—(10)(A)-(G), (11)(A) Grade 4—(10)(A)-(E), (11)(A) Grade 5—(10)(A)-(F), (11)(A) Grade 6—(9)(A)-(F) English Learners Language Arts (ELLA) Grade 7—(9)(A)-(F) ELLA 8—(9)(A)-(F) English as a Second Language (ESOL) I—(10)(A)-(H) ESOL II—(10)(A)-(G) English Language Development and Acquisition (ELDA)—(6)(N)		Professional Communications—(11)(M) Business English—(4)(A), (10)(D)
I.A.2. Generate ideas, gather information, and manage evidence relevant to the topic and purpose.	Kindergarten—(10)(A), (12)(A) Grade 1—(11)(A) (13)(A) Grade 2—(11)(A) (13)(A) Grade 3—(11)(A) (13)(A) Grade 4—(11)(A) (13)(A) Grade 5—(11)(A) (13)(A) Grade 6—(10)(A) (12)(A)-(D) Grade 7—(10)(A) (12)(A)-(D) Grade 8—(10)(A) (12)(A)-(D) English I—(9)(A), (11)(E) English II—(9)(A), (11)(E) English III—(9)(A), (11)(E) English IV—(9)(A), (11)(E) Independent Study, English—(2)(C)-(E) Contemporary Media—(5)(A), (C) Creative Writing—(2)(A) Research & Technical Writing—(3)(A) Journalism—(3)(C), (E) Independent Study, Journalism—(1)(A), (B), (D)	Kindergarten—(10)(A) Grade 1—(11)(A) Grade 2—(11)(A) Grade 3—(11)(A) Grade 4—(11)(A) Grade 5—(11)(A) Grade 6—(11)(A) ELLA 7—(11)(A) ELLA 8—(11)(A) ESOL I—(11)(A) ESOL II—(11)(A) ELDA—(6)(N)		Business English—(2)(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.	Kindergarten—(10)(B) Grade 1—(11)(B) Grade 2—(11)(B) Grade 3—(11)(B) (12)(B) Grade 4—(11)(B) (12)(B) Grade 5—(11)(B) (12)(B) Grade 6—(10)(B) (11)(B) Grade 7—(10)(B) (11)(B) Grade 8—(10)(B) (11)(B) English I—(9)(B) (10)(B) English II—(9)(B) (10)(B) English III—(9)(B) (10)(B) English IV—(9)(B) (10)(B) Independent Study, Speech—(2)(B), (3)(C) Research & Technical Writing—(1)(D), (3)(B) Debate I-III—(2)(C), (3)(D), (4)(B), (6)(C) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(1)(E)	Kindergarten—(10)(B) Grade 1—(11)(B) Grade 2—(11)(B), (12)(B) Grade 3—(11)(B), (12)(B) Grade 4—(11)(B), (12)(B) Grade 5—(11)(B), (12)(B) Grade 6—(11)(B), (12)(B) ELLA 7—(11)(B), (12)(B) ELLA 8—(11)(B), (12)(B) ESOL I—(11)(B) ESOL II—(11)(B) ELDA—(7)(C)		Professional Communications—(11)(L) Business English—(2)(F)

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

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

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

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) Grade 5—(8)(D) Grade 6—(7)(D) English II—(6)(A), (B), (D) English III—(6)(D) English IV—(6)(D), (7)(B) Reading I-III—(10)(B) Humanities—(1)(B), (2)(D), (3)(A), (4)(D) Literary Genres—(4)(B)-(C)	Grade 4—(8)(D) Grade 5—(8)(D) Grade 6—(8)(D) 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) Grade 4—(9)(A) Grade 5—(9)(A) Grade 6—(8)(A) Grade 7—(8)(A) Public Speaking I-III—(1)(A)	Grade 3—(9)(A) Grade 4—(9)(A) Grade 5—(9)(A) Grade 6—(9)(A) ELLA 7—(9)(A)			
D. Acquire insights about oneself, others, or the world from reading diverse texts.					
II.D.1. Make text-to-self, text-to-text, and text-to-world connections.	Kindergarten—(5)(E), (6)(A) Grade 1—(6)(E), (7)(A) Grade 2—(6)(E), (7)(A) Grade 3—(6)(E), (7)(A) Grade 4—(6)(E), (7)(A) Grade 5—(6)(E), (7)(A) Grade 6—(5)(E), (6)(A), (H), (I) Grade 7—(5)(E), (6)(A), (H), (I) Grade 8—(6)(E), (6)(A), (H), (I) English I—(4)(E), (5)(A), (H), (I) English II—(4)(E), (5)(A), (H), (I) English III—(4)(E), (5)(A), (H), (I) English IV—(4)(E), (5)(A), (H), (I) Oral Interpretation I-III—(6)(E) Reading I-III—(3)(D), (8)(C), (10)(A) Literary Genres—(4)(A) Practical Writing Skills—(5)(H)	Kindergarten—(5)(E), (6)(A) Grade 1—(6)(E), (7)(A) Grade 2—(6)(E), (7)(A) Grade 3—(6)(E), (7)(A) Grade 4—(6)(E), (7)(A) Grade 5—(6)(E), (7)(A) Grade 6—(6)(E), (7)(A), (H), (I) ELLA 7—(6)(E), (7)(A), (H), (I) ELLA 8—(6)(E), (7)(A), (H), (I) ESOL I—(6)(E), (7)(A), (H), (I), (K) ESOL II—(6)(E), (7)(A), (H), (I), (K) ELDA—(2)(D)			
II.D.2. Recognize the potential of diverse texts to cultivate empathy.	English I—(6)(A) English III—(6)(B)				
II.D.3. Appreciate the aesthetic qualities and values of diverse texts.	English I-IV—(8)(D) Humanities—(2)(A), (3)(A)				
III. Speaking					
A. Understand the elements of both formal and informal communication both in group discussions, one-on-one situations, and presentations.					
III.A.1. Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions.	Kindergarten—(1)(A) Grade 1—(1)(A), (D)-(E) Grade 2—(1)(A), (D)-(E) Grade 3—(1)(A), (D)-(E) Grade 4—(1)(A), (D) Grade 5—(1)(A), (D) Grade 6—(1)(A), (D) Grade 7—(1)(A), (D) Grade 8—(1)(A), (D) English I—(1)(A), (D) English II—(1)(A), (D) English III—(1)(A), (D) English IV—(1)(A), (D) Oral Interpretation I-III—(7)(C)-(D) Advanced Broadcast Journalism I-III—(4)(B)-(C)	Kindergarten—(1)(E) Grade 1—(1)(A), (D)-(E) Grade 2—(1)(A), (D)-(E) Grade 3—(1)(A), (D)-(E) Grade 4—(1)(A), (D)-(E) Grade 5—(1)(A), (D)-(E) Grade 6—(1)(A), (D)-(E) ELLA 7—(1)(A), (D)-(E) ELLA 8—(1)(A), (D)-(F) ESOL I—(1)(B), (E)-(G), (6)(G) ESOL II—(1)(B), (E)-(G)			
III.A.2. Engage in reasoned dialogue, including with people who have different perspectives	Grade 8—(1)(D) English I—(1)(D) English II—(1)(D) English III—(1)(D) English IV—(1)(D) Debate I-III—(3), (5), (6) Communication Applications—(3)(E), (H)	ELLA 8—(1)(E) ESOL I—(1)(A), (E) ESOL II—(1)(A), (E) 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) English I—(1)(C) English II—(1)(C) English III—(1)(C) English IV—(1)(C) Advanced Broadcast Journalism—(3)(F)	ELLA 8—(1)(E) ESOL I—(1)(A), (E) ESOL II—(1)(A), (E)			

III.A.4. Adjust delivery, vocabulary, and length of message for particular audiences, purposes, and contexts.	Grade 6—(1)(C) Grade 7—(1)(C) Grade 8—(1)(C) English I—(1)(C) English II—(1)(C) English III—(1)(C) English IV—(1)(C) Oral Interpretation—(6)(C)-(D) Advanced Broadcast Journalism—(3)(F)	ELLA 8—(1)(E) ESOL I—(1)(A), (E) ESOL II—(1)(A), (E) 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) Grade 6—(1)(C) Grade 7—(1)(C) Grade 8—(1)(C) English I—(1)(C) English II—(1)(C) English III—(1)(C) English IV—(1)(C) Contemporary Media—(5)(C) Communication Applications—(4)(A)-(N) Independent Study, Speech—(4)(A)-(C) Public Speaking I-III—(7)(A)-(E) Oral Interpretation I-III—(7)(D)	Grade 5—(1)(C) Grade 6—(1)(C) ELLA 7—(1)(C) ELLA 8—(1)(C), (D) ESOL I—(1)(D) ESOL II—(1)(D)	Grade 7—(22)(C) Grade 8—(30)(C) Economics—(22)(C) U.S. History Studies—(29)(A) World History Studies—(30)(C) U.S. Government—(20)(B) Economics Advanced Studies—(4)(C) Social Studies Advanced Studies—(4)(B) Psychology—(15)(D)	College and Career Readiness—(3)(F) Project-Based Research—(1)(I), (5)(E) Practicum in Agriculture, Food, and Natural Resources (AFNR)—(8)(B) Professional Standards in Agriculture—(6)(D) Principles of AFNR—(8)(A) Agricultural Lab and Field Experiences—(2)(C)	
IV. Listening					
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) Grade 1—(1)(A), (6)(I) Grade 2—(1)(A), (6)(I) Grade 3—(1)(A), (6)(I) Grade 4—(1)(A), (6)(I) Grade 5—(1)(A), (6)(I) Grade 6—(1)(A), (5)(I) Grade 7—(1)(A), (5)(I) Grade 8—(1)(A), (5)(I) English I—(1)(A), (4)(I) English II—(1)(A), (4)(I) English III—(4)(I) English IV—(4)(I) Public Speaking I-III—(1)(E) Communication Applications—(3)(E) Debate I-III—(8)(A), (9)(C) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(E)	Kindergarten—(1)(A), (5)(I) Grade 1—(1)(A), (6)(I) Grade 2—(1)(A), (6)(I) Grade 3—(1)(A), (6)(I) Grade 4—(1)(A), (6)(I) Grade 5—(1)(A), (6)(I) Grade 6—(1)(A), (6)(I) ELLA 7—(1)(A), (6)(I) ELLA 8—(1)(A), (6)(I) ESOL I—(1)(A), (6)(I) ESOL II—(1)(A), (6)(I) ELDA—(1)(K), (2)(E)		Principles of Architecture—(7)(B) Business English—(5)(E) Practicum in Human Services—(3)(B) Project-Based Research—(2)(A)	
IV.A.1. Listen critically and respond appropriately	Kindergarten—(1)(A), (D) Grade 1—(1)(A), (D) Grade 2—(1)(A), (D) Grade 3—(1)(A), (D) Grade 4—(1)(A), (D) Grade 5—(1)(A), (D) Grade 6—(1)(A), (D) Grade 7—(1)(A), (D) Grade 8—(1)(A), (D) English I—(1)(A), (D) English II—(1)(A), (D) English III—(1)(B), (D) English IV—(1)(B), (D) Public Speaking I-III—(1)(E) Oral Interpretation I-III—(8)(A) Debate I-III—(8)(A), (9)(C) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(E)	Kindergarten—(1)(A) Grade 1—(1)(A) Grade 2—(1)(A) Grade 3—(1)(A) Grade 4—(1)(A) Grade 5—(1)(A) Grade 6—(1)(A) ELLA 7—(1)(A) ELLA 8—(1)(A) ESOL I—(1)(A) ESOL II—(1)(A) 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) English IV—(1)(A), (C) Public Speaking I-III—(1)(B)-(C), (F), (2)(A)-(F), (6)(E)-(F), (8)(B) Oral Interpretation I-III—(8)(B)-(C)	ESOL II—(1)(G) ELDA—(4)(B)			

V. Research						
A. Formulate topic and questions.						
V.A.1. Articulate and investigate research questions	Kindergarten—(12)(A) Grade 1 (13)(A) Grade 2 (13)(A) Grade 3 (13)(A) Grade 4 (13)(A) Grade 5 (13)(A) Grade 6 (12)(A) Grade 7 (12)(A) Grade 8 (12)(A) English I—(11)(A) English II—(11)(A) English III—(11)(A) English IV—(11)(A) Independent Study, English—(1)(B)-(C) Research & Technical Writing—(3)(A)-(B) Independent Study, Speech—(2)(A)-(C) Independent Study, Journalism—(1)(A), (C)-(E)	Kindergarten—(12)(A) Grade 1—(13)(A) Grade 2—(13)(A) Grade 3—(13)(A) Grade 4—(13)(A) Grade 5—(13)(A) Grade 6—(13)(A) ELLA 7—(13)(A) ELLA 8—(13)(A) ESOL I—(13)(A) ESOL II—(13)(A)	Kindergarten—(13)(A), (15) Grade 1—(16)(A), (18) Grade 2—(15)(A), (17) Grade 3—(14)(A), (16) Grade 4—(19)(A), (22) Grade 5—(23)(A), (26) Grade 6—(19)(A), (22) Grade 7—(20)(A), (23) Grade 8—(29)(A), (31) Economics—(23) U.S. History—(28)(A), (31) World History—(31) World Geography—(23)(C) U.S. Government—(21) Psychology—(16)(A) Sociology—(21)(A) Special Topics—(1)(F) Research Methods—(2)(C)-(E), (G) Advanced Studies—(1)(C), (E)	Accounting I—(12)(F)(i); Accounting II—(7)(B)(i);		
V.A.2. Explore and refine a research topic	Kindergarten—(12)(B) Grade 1 (13)(B) Grade 2 (13)(B) Grade 3 (13)(B) Grade 4 (13)(B) Grade 5 (13)(B) Grade 6 (12)(B)-(C) Grade 7 (12)(B)-(C) Grade 8 (12)(B)-(C) English I—(11)(B)-(D) English II—(11)(B)-(D) English III—(11)(B)-(D) English IV—(11)(B)-(D) Independent Study, English—(2)(A) Independent Study, Speech—(1)(A)-(B)	Kindergarten—(12)(B) Grade 1—(13)(B) Grade 2—(13)(B) Grade 3—(13)(B) Grade 4—(13)(B) Grade 5—(13)(B) Grade 6—(13)(B)-(C) ELLA 7—(13)(B)-(C) ELLA 8—(13)(B)-(C) ESOL I—(13)(B)-(D) ESOL II—(13)(B)-(D)	World Geography—(23)(A) Research Methods—(2)(B), (6)(B) Advanced Studies—(2)(B), (C)	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)	K-2—(3)(B) Grade 6—(3)(A), (4)(A) Grade 7—(3)(A) Grade 8—(3)(A)	
V.A.3. Devise a plan for completing work on time	Independent Study, Speech—(1)(D) Advanced Broadcast Journalism I-III—(4)(D) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(5)(D)		Psychology—(17)(B) Advanced Studies—(3)(B)			
B. Locate, evaluate, and select information from a variety of sources						
V.B.1. Explore and collect a range of potential sources	Kindergarten—(12)(C) Grade 1 (13)(C) Grade 2 (13)(C) Grade 3 (13)(C) Grade 4 (13)(C) Grade 5 (13)(C) Grade 6 (12)(D) Grade 7 (12)(D) Grade 8 (12)(D) English I—(11)(E) English II—(11)(E) English III—(11)(E) English IV—(11)(E) Literary Genres—(5)(B) Research & Technical Writing—(3)(B) Debate I-III—(6)(A) Advanced Journalism: Yearbook, Newspaper, Literary Magazine I-III—(1)(D)	Kindergarten—(12)(C) Grade 1—(13)(C) Grade 2—(13)(C) Grade 3—(13)(C) Grade 4—(13)(C) Grade 5—(13)(C) Grade 6—(13)(D) ELLA 7—(13)(D) ELLA 8—(13)(D) ESOL I—(13)(E) ESOL II—(13)(E)	Grade 3—(17)(D), (E) Grade 4—(19)(A), (C) Grade 5—(24)(A), (C) Grade 6—(19)(A), (C) Grade 7—(20)(A), (C) Grade 8—(29)(A), (C) Special Topics—(2)(A) Advanced Studies—(1)(B)	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)	Grade 6—(3)(C) Grade 7—(3)(C) Grade 8—(3)(C)	
V.B.2. Distinguish between and among primary and secondary sources	Grade 2—(13)(D) Grade 3—(13)(D) Grade 4—(13)(D) Grade 5—(13)(D) Grade 6—(12)(E) Grade 7—(12)(E) Grade 8—(12)(E) Research & Technical Writing—(3)(B) Independent Study, Speech—(2)(A) Independent Study, Journalism—(1)(C)	Grade 2—(13)(D) Grade 3—(13)(D) Grade 4—(13)(D) Grade 5—(13)(D) Grade 6—(13)(E) ELLA 7—(13)(E) ELLA 8—(13)(E)	Grade 4—(19)(A) Grade 5—(24)(A) Grade 6—(19)(A) Grade 7—(20)(A) Grade 8—(29)(A) Special Topics—(2)(B) Research Methods—(2)(F)			
V.B.3. Assess the relevance and credibility of sources	Grade 5—(13)(D) Grade 6 (12)(H)(i) Grade 7 (12)(H)(i) Grade 8 (12)(H)(i) English I—(11)(G) English II—(11)(G)	Grade 5—(13)(D) Grade 6—(13)(H) ELLA 7—(13)(H) ELLA 8—(13)(H) ESOL I—(13)(G) ESOL II—(13)(G)	Grade 7—(20)(F) Grade 8—(29)(F) U.S. History—(28)(D) World History—(28)(D) World Geography—(21)(A) U.S. Government—(19)(D)	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)		

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