Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2 (1)	Grade 1 128.3 (1)	Grade 2 128.4 (1)	Grade 3 128.5 (1)	Grade 4 128.6 (1)	Grade 5 128.7 (1)	Grade 6 128.21 (1)	ELLA Grade 7 128.22 (1)	ELLA Grade 8 128.23 (1)	ESOL I 128.34 (1)	ESOL II 128.35 (1)
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
									(B) share prior knowledge with peers and others to facilitate communication;	(B) share prior knowledge with peers and others to facilitate communication;
(B) restate and follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
								(C) give an organized presentation with a specific point of view;		
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(D) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(D) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;	(D) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	(D) engage in meaningful discourse and provide and accept constructive feedback from others; and	(E) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues; and	(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;	(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	(E) develop social communication such as distinguishing between asking and telling.	(E) develop social communication such as conversing politely in all situations.				(E) develop social communication and produce oral language in contextualized and purposeful ways.	(F) develop social communication and produce oral language in contextualized and purposeful ways.	(F) develop social communication and produce oral language in contextualized and purposeful ways; and	(F) develop social communication and produce oral language in contextualized and purposeful ways; and
									(G) conduct an interview, including social and informative.	(G) listen and respond to critique from peers after an oral presentation.

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:									
(i) identifying and producing rhyming words;	(i) producing a series of rhyming words;									
(ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;	(ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;									

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(iii) identifying the individual words in a spoken sentence;	(iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;									
(iv) identifying syllables in spoken words;	(iv) segmenting spoken words into individual syllables;									
(v) blending syllables to form multisyllabic words;	(v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;									
(vi) segmenting multisyllabic words into syllables;	(vi) segmenting spoken words into syllables, including words with sílabas trabadas; and									
(vii) identifying initial and final sounds in simple words;										
(viii) blending spoken phonemes to form syllables; and										
(ix) manipulating syllables within a multisyllabic word;	(vii) manipulating syllables within words;									
(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge; and	(A) demonstrate and apply phonetic knowledge; and	(A) acquire, demonstrate, and apply phonetic knowledge; and	(A) demonstrate and apply phonetic knowledge; and
						(i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien;				

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(i) identifying and matching the common sounds that letters represent;	(i) identifying and matching sounds to individual letters;	(i) decoding multisyllabic words;	(i) decoding words with a prosodic or orthographic accent;	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);	(i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);	(ii) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);				
(ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;	(ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;							
(iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;							
	(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;	(iv) decoding words with diphthongs and hiatus;	(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;	(iii) decoding words with hiatus and diphthongs; and				
	(v) decoding contractions such as al and del;	(v) decoding common abbreviations; and	(v) decoding and differentiating meaning of a word based on a diacritical accent; and	(iii) decoding and differentiating the meaning of a word based on the diacritical accent; and	(iii) decoding and differentiating meaning of word based on the diacritical accent; and					
	(vi) decoding three- to four-syllable words;									
	(vii) using knowledge of base words to decode common compound words; and					(iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;				
(iv) recognizing that new words are created when syllables are changed, added, or deleted;	(viii) decoding words with common prefixes and suffixes;	(vi) decoding words with prefixes and suffixes;	(vi) decoding words with prefixes and suffixes;	(iv) decoding words with prefixes and suffixes;	(iv) decoding words with prefixes and suffixes;					

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:	(B) demonstrate and apply spelling knowledge by:				
(i) spelling common letter and sound correlations; and	(i) spelling common letter and sound correlations;	(i) spelling multisyllabic words;	(i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);	(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;	(i) spelling words with more advanced orthographic patterns and rules;					
(ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;	(ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;		(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;	(i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);				
					(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;					
	(iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;									
	(iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;	(v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	(vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;							
	(v) spelling contractions such as al and del;									

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
	(vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and	(ii) spelling words with diphthongs and hiatus;	(iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;	(iii) spelling words with diphthongs and hiatus; and	(iv) spelling words with diphthongs and hiatus; and	(iii) spelling words with diphthongs and hiatus; and				
			(iv) using accents on words commonly used in questions and exclamations;							
			(v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;							
			(vi) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses;	(iv) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	(v) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	(ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and				
		(iii) spelling common abbreviations;								
	(vii) spelling words with common prefixes and suffixes;	(iv) spelling words with prefixes and suffixes; and								
			(viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;							
			(ix) spelling words with hard and soft r;							
			(x) spelling words using n before v; m before b; and m before p;							
			(xi) spelling words with sílabas trabadas; and							
			(xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;							

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide;									
(i) identifying the front cover, back cover, and title page of a book;										
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;										
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;										
(iv) recognizing the difference between a letter and a printed word; and										
(v) identifying all uppercase and lowercase letters; and										
	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	(C) alphabetize a series of words and use a dictionary or glossary to find words; and	(C) alphabetize a series of words to the third letter; and							
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	(D) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	(C) write legibly in cursive to complete assignments.	(C) write legibly in cursive.	(C) write legibly in cursive.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.	(B) write complete words, thoughts, and answers legibly.

Kindergarten 128.2 (3)	Grade 1 128.3 (3)	Grade 2 128.4 (3)	Grade 3 128.5 (3)	Grade 4 128.6 (3)	Grade 5 128.7 (3)	Grade 6 128.21 (3)	ELLA Grade 7 128.22 (3)	ELLA Grade 8 128.23 (3)	ESOL I 128.34 (3)	ESOL II 128.35 (3)
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.										
The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use print or digital resources to determine meaning and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context such as definition, analogy, and examples to clarify the meaning of words;	(B) use context such as contrast or cause and effect to clarify the meaning of words;	(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words;	(B) discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases;	(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words;
	(C) identify the meaning of words with affixes, including -s, -es, and -or; and	(C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;	(C) identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;	(C) identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;	(C) identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;	(C) determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject;	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo;	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état;
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and	(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and	(D) identify, use, and explain the meaning of idioms, adages, and puns; and		(D) identify and use words that name actions, directions, positions, sequences, and locations;	(D) identify and use words that name actions, directions, positions, sequences, and locations;	(D) identify and use words that name actions, directions, positions, sequences, and locations;	(D) identify and use words that name actions, directions, positions, sequences, and locations;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(D) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	(E) identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and
							(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.	(A) adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade- and language proficiency-appropriate with increasing independence. The student is expected to:

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(4)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(A) self-select text and interact independently with text for increasing periods of time.	(A) self-select text and interact independently with text for increasing periods of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.	(A) self-select text and read independently for a sustained period of time.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:							The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:		The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
(5)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected text;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;
(C) make and confirm predictions using text features and structures with adult assistance;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;
(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;
(G) evaluate details to determine what is most important with adult assistance;	(G) evaluate details to determine what is most important with adult assistance;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) actively participate in discussions to identify, understand, and evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information from two texts to create new understanding; and	(H) synthesize information from multiple texts to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(6)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;	(A) describe personal connections to a variety of sources, including self-selected texts;
(B) provide an oral, pictorial, or written response to a text;	(B) write brief comments on literary or informational texts;	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;	(B) write a response to a literary or informational text that demonstrates an understanding of a text;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence to support an appropriate response;	(C) use text evidence and original commentary to support a comprehensive response;	(C) use text evidence and original commentary to support an interpretive response;
(D) retell texts in ways that maintain meaning;	(D) retell texts in ways that maintain meaning;	(D) retell and paraphrase texts in ways that maintain meaning and logical order;	(D) retell and paraphrase texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;
(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as illustrating or writing; and	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate.	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate; and	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using newly acquired vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;	(F) respond using acquired content and academic vocabulary as appropriate;
			(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss specific ideas in the text that are important to the meaning.	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;	(G) discuss and write about the explicit or implicit meanings of text;
						(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
						(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented.	(I) reflect on and adjust responses as new evidence is presented; and	(I) reflect on and adjust responses when valid evidence warrants;	(I) reflect on and adjust responses when valid evidence warrants;
								(J) defend or challenge the claims using relevant text evidence.	(J) defend or challenge the authors' claims using relevant text evidence; and	(J) defend or challenge the authors' claims using relevant text evidence; and
									(K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions.	(K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions.

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2 (7)	Grade 1 128.3 (8)	Grade 2 128.4 (8)	Grade 3 128.5 (8)	Grade 4 128.6 (8)	Grade 5 128.7 (8)	Grade 6 128.21 (8)	ELLA Grade 7 128.22 (8)	ELLA Grade 8 128.23 (8)	ESOL I 128.34 (8)	ESOL II 128.35 (8)
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) discuss topics and determine theme using text evidence with adult assistance;	(A) infer the theme of a work, distinguishing theme from topic;	(A) infer basic themes supported by text evidence;	(A) infer multiple themes within a text using text evidence;	(A) infer multiple themes within and across texts using text evidence;	(A) infer multiple themes within and across texts using text evidence;	(A) analyze how themes are developed through the interaction of characters and events;	(A) identify and analyze how themes are developed through characterization and plot in a variety of literary texts;	(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
(B) identify and describe the main character(s);	(B) describe the main character(s) and the reason(s) for their actions;	(B) describe the main character's (characters') internal and external traits;	(B) explain the relationships among the major and minor characters;	(B) explain the interactions of the characters and the changes they undergo;	(B) analyze the relationships of and conflicts among the characters;	(B) analyze how the characters' internal and external responses develop the plot;	(B) analyze how characters' qualities influence events and resolution of the conflict;	(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;	(B) identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
(C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and	(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	(C) analyze plot elements, including rising action, climax, falling action, and resolution; and	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	(C) identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and
(D) describe the setting.	(D) describe the setting.	(D) describe the importance of the setting.	(D) explain the influence of the setting on the plot.	(D) explain the influence of the setting, including historical and cultural settings, on the plot.	(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	(D) analyze how the setting influences character and plot development.	(D) explain how the setting influences the values and beliefs of characters.	(D) identify and analyze how the setting influences the theme.	(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.										
The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(8)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	(A) read and respond to American, British, and world literature;	(A) read and analyze world literature across literary periods;
								(B) identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;		
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	(B) explain visual patterns and structures in a variety of poems;	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	(C) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	(B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
(C) discuss main characters in drama;	(C) discuss elements of drama such as characters and setting;	(C) discuss elements of drama such as characters, dialogue, and setting;	(C) discuss elements of drama such as characters, dialogue, setting, and acts;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) analyze how playwrights develop characters through dialogue and staging;	(C) analyze how playwrights develop characters through dialogue and staging;	(D) analyze how playwrights develop dramatic action through the use of acts and scenes;	(C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(E) analyze characteristics and structural elements of informational text, including:	(D) identify and analyze characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:
(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea with supporting evidence;	(i) the central idea with supporting evidence;	(i) the central idea with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(ii) titles and simple graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	(ii) features such as pronunciation guides and diagrams to support understanding; and	(ii) features such as insets, timelines, and sidebars to support understanding; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	(ii) features such as footnotes, endnotes, and citations; and	(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and	(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
										(iii) organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and
(iii) the steps in a sequence with adult assistance;	(iii) organizational patterns such as chronological order and description with adult assistance;	(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	(iii) organizational patterns such as cause and effect and problem and solution;	(iii) organizational patterns such as compare and contrast;	(iii) organizational patterns such as logical order and order of importance;	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;	(iii) multiple organizational patterns within a text to develop the thesis;	(iii) multiple organizational patterns within a text to develop the thesis;	(iv) the relationship between organizational design and thesis;
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text, including:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(F) analyze characteristics and structures of argumentative text by:	(E) identify and analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:
		(i) stating what the author is trying to persuade the reader to think or do; and	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) controlling idea and clear arguable claim, appeals, and convincing conclusion;
		(ii) distinguishing facts from opinion; and	(ii) distinguishing facts from opinion; and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument; and	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter argument; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
			(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and
(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(G) analyze characteristics of multimodal and digital texts.	(F) identify and analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(9)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)
(A) discuss with adult assistance the author's purpose for writing texts;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) identify and analyze the author's purpose, audience, and message within a text;	(A) analyze the author's purpose, audience, and message within a text;
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) identify and analyze use of text structure to achieve the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	(D) identify and analyze how the author's use of language achieves specific purposes;	(D) analyze how the author's use of language informs and shapes the perception of readers;
(E) listen to and experience first- and third-person texts.	(E) listen to and experience first- and third-person texts.	(E) identify the use of first or third person in a text; and	(E) identify the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify and understand the use of literary devices, including first- or third-person point of view;	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	(E) identify the use of literary devices, including subjective and objective point of view;	(E) identify and analyze the use of literary devices, including multiple points of view and irony;	(E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
			(F) discuss how the author's use of language contributes to voice; and	(F) discuss how the author's use of language contributes to voice; and	(F) examine how the author's use of language contributes to voice; and	(F) analyze how the author's use of language contributes to mood and voice; and	(F) analyze how the author's use of language contributes to mood, voice, and tone; and	(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	(F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
									(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and	

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(F) identify and explain the use of repetition.	(G) identify and explain the use of hyperbole.	(G) identify and explain the use of anecdote.	(G) explain the purpose of hyperbole, stereotyping, and anecdote.	(G) explain the differences between rhetorical devices and logical fallacies.	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(10)	(11)	(11)	(11)	(11)	(11)	(11)	(11)	(11)	(11)	(11)
(A) plan by generating ideas for writing through class discussions and drawings;	(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	(B) develop drafts in oral, pictorial, or written form by:	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
	(i) organizing with structure; and	(i) organizing with structure; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; and
	(ii) developing an idea with specific and relevant details;	(ii) developing an idea with specific and relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea with relevant details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(D) edit drafts with adult assistance using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard Spanish conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
(ii) verbs, including the difference between ser and estar;	(ii) past and present verb tense, including the difference between ser and estar;	(ii) past, present, and future verb tense, including the difference between ser and estar;	(ii) verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and conditional, including the difference between ser and estar;	(ii) verb tense such as simple past, present, and future and imperfect past, past participle, and conditional;	(ii) irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;
(iii) singular and plural nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	(iii) collective nouns;				(iii) subject-verb agreement;	(iii) subject-verb agreement;
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including those indicating origin, and their comparative and superlative forms;					
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;		
(v) prepositions;	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;		
(vi) pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;	(vii) pronouns, including personal, possessive, objective, and reflexive pronouns;	(vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;	(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;	(v) pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative;	(v) pronoun-antecedent agreement;	(v) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
		(viii) coordinating conjunctions to form compound subjects and predicates;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) subordinating conjunctions to form complex sentences;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	(vi) subordinating conjunctions to form complex sentences;		
									(v) apostrophes to show possession;	(v) apostrophes to show possession;
									(vi) accurate usage of homonyms;	(vi) accurate usage of homonyms;
(vii) capitalization of the first letter in a sentence and names;	(viii) capitalization for the beginning of sentences;	(ix) capitalization of proper nouns and the salutation and closing of a letter;	(ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people;	(ix) capitalization of historical events and documents, titles of books, stories, and essays;	(ix) capitalization of initials, acronyms, and organizations;	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	(vii) correct capitalization;	(vii) correct capitalization;	(vii) correct capitalization;	(vii) correct capitalization;
(viii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and	(x) punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and	(x) punctuation marks, including commas in a series and dates that include the day of the week and correct mechanics, including indentations; and	(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	(x) italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles; and	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; and	(viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	(viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	(viii) punctuation, including commas, semicolons, colons, dashes, and parentheses, to set off phrases and clauses as appropriate; and
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(x) correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	(ix) correct spelling, including commonly confused terms; and	(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(ix) correct spelling, including abbreviations;	(ix) correct spelling, including abbreviations;
									(E) use sentence-combining techniques to create a variety of sentence structures and lengths;	(E) use sentence-combining techniques to create an increasingly complex variety of sentence structures and lengths;
									(F) develop voice; and	(F) develop voice; and
(E) share writing.	(E) publish and share writing.	(E) publish and share writing.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(G) publish written work for appropriate audiences.	(G) publish written work for appropriate audiences.

Kindergarten 128.2 (11)	Grade 1 128.3 (12)	Grade 2 128.4 (12)	Grade 3 128.5 (12)	Grade 4 128.6 (12)	Grade 5 128.7 (12)	Grade 6 128.21 (12)	ELLA Grade 7 128.22 (12)	ELLA Grade 8 128.23 (12)	ESOL I 128.34 (12)	ESOL II 128.35 (12)
Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.										
The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
(A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;
(B) dictate or compose informational texts.	(B) dictate or compose informational texts, including procedural texts; and	(B) compose informational texts, including procedural texts and reports; and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
			(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and
	(C) dictate or compose correspondence such as thank you notes or letters.	(C) compose correspondence such as thank you notes or letters.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2 (12)	Grade 1 128.3 (13)	Grade 2 128.4 (13)	Grade 3 128.5 (13)	Grade 4 128.6 (13)	Grade 5 128.7 (13)	Grade 6 128.21 (13)	ELLA Grade 7 128.22 (13)	ELLA Grade 8 128.23 (13)	ESOL I 128.34 (13)	ESOL II 128.35 (13)
(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;
									(B) critique the research process at each step to implement changes as needs occur and are identified;	(B) critique the research process at each step to implement changes as needs occur and are identified;
(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;
						(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;
(C) gather information from a variety of sources with adult assistance;	(C) identify and gather relevant sources and information to answer the questions with adult assistance;	(C) identify and gather relevant sources and information to answer the questions;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(E) locate relevant sources;	(E) locate relevant sources;
		(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;		
(D) demonstrate understanding of information gathered with adult assistance; and	(D) demonstrate understanding of information gathered with adult assistance; and	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;
			(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;		
						(H) examine sources for:	(H) examine sources for:	(H) examine sources for:	(G) examine sources for:	(G) examine sources for:

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
						(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and
						(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;	(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
		(F) cite sources appropriately; and	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;
									(I) incorporate digital technology when appropriate; and	(I) incorporate digital technology when appropriate; and
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.