

English Language Arts and Reading

K - 12 Vertical Alignment

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| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|--|---|--|--|--|-------------------|-------------------|-------------------|---------------------|----------------------|-----------------------|----------------------|
| (iv) identifying syllables in spoken words; | (iii) distinguishing between long and short vowel sounds in one-syllable words; | (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; | | | | | | | | | | |
| (v) blending syllables to form multisyllabic words; | | | | | | | | | | | | |
| (vi) segmenting multisyllabic words into syllables; | | | | | | | | | | | | |
| (vii) blending spoken onsets and rimes to form simple words; | (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; | (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and | | | | | | | | | | |
| (viii) blending spoken phonemes to form one-syllable words; | (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; | | | | | | | | | | | |
| (ix) manipulating syllables within a multisyllabic word; and | (vi) manipulating phonemes within base words; and | (iv) manipulating phonemes within base words; | | | | | | | | | | |
| (x) segmenting spoken one-syllable words into individual phonemes; | (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; | | | | | | | | | | | |
| (B) demonstrate and apply phonetic knowledge by: | (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: | | | | | | | |

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| (i) identifying and matching the common sounds that letters represent; | (i) decoding words in isolation and in context by applying common letter sound correspondences; | (i) decoding words with short, long, or variant vowels, trigraphs, and blends; | (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; | (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; | (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; | | | | | | | |
| (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; | (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; | (ii) decoding words with silent letters such as knife and gnat; | | | | | | | | | | |
| (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and | (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; | (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | | | | | | | |
| | (iv) using knowledge of base words to decode common compound words and contractions; | (iv) decoding compound words, contractions, and common abbreviations; | (iii) decoding compound words, contractions, and abbreviations; | | | | | | | | | |
| | | (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; | (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; | (iii) decoding words using advanced knowledge of syllable division patterns such as VV; | (iii) decoding words using advanced knowledge of syllable division patterns; | | | | | | | |
| | (v) decoding words with inflectional endings, including -ed, -s, and -es; and | (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | (v) decoding words using knowledge of prefixes; | (iv) decoding words using knowledge of prefixes; | (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and | | | | | | | |

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| | | | (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | | | | | | | | |
| (iv) identifying and reading at least 25 high-frequency words from a research-based list; | (vi) identifying and reading at least 100 high-frequency words from a research-based list; | (vii) identifying and reading high-frequency words from a research-based list; | (vii) identifying and reading high-frequency words from a research-based list; | (vi) identifying and reading high-frequency words from a research-based list; | (v) identifying and reading high-frequency words from a research-based list; | | | | | | | |
| (C) demonstrate and apply spelling knowledge by: | (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: | | | | | | | |
| (i) spelling words with VC, CVC, and CCVC; | (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; | (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | | | | | | | |
| | (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; | (ii) spelling words with silent letters such as knife and gnat; | (ii) spelling homophones; | (ii) spelling homophones; | (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; | | | | | | | |
| | | (iii) spelling compound words, contractions, and common abbreviations; | (iii) spelling compound words, contractions, and abbreviations; | | | | | | | | | |
| (ii) spelling words using sound-spelling patterns; and | (iii) spelling words using sound-spelling patterns; and | (iv) spelling multisyllabic words with multiple sound-spelling patterns; | (iv) spelling multisyllabic words with multiple sound-spelling patterns; | (iii) spelling multisyllabic words with multiple sound-spelling patterns; | (iii) spelling multisyllabic words with multiple sound-spelling patterns; | | | | | | | |

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| | | (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and | (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; | (iv) spelling words using advanced knowledge of syllable division patterns; | (iv) spelling words using advanced knowledge of syllable division patterns; | | | | | | | |
| (iii) spelling high-frequency words from a research-based list; | (iv) spelling high-frequency words from a research-based list; | (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; | (vi) spelling words using knowledge of prefixes; and | (v) spelling words using knowledge of prefixes; and | (v) spelling words using knowledge of prefixes; and | | | | | | | |
| | | | (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; | (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | | | | | | | |
| (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; | | | | | | | | | | | | |

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(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 | (D) alphabetize a series of words and use a dictionary or glossary to find words; and | (C) alphabetize a series of words to the third letter; and |
|---|---|--|

| | | | | | |
|---|---|--|--|---|-------------------------------|
| (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. | (E) 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. |
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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:

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|-----------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|---------------------|----------------------|-----------------------|----------------------|
| (3) | (3) | (3) | (3) | (3) | (3) | (2) | (2) | (2) | (2) | (2) | (2) | (2) |

| | | | | | | | | | | | | | |
|--|--|---|--|--|---|---|---|---|---|--|--|--|--|
| (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 to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | (A) use print or digital resources to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; | (A) use print or digital resources to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; | (A) use print or digital resources to clarify and validate multiple meanings of advanced vocabulary; | (A) use print or digital resources to clarify and validate multiple meanings of advanced vocabulary; |
|--|--|---|--|--|---|---|---|---|---|--|--|--|--|

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| (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 meaning of unfamiliar words or multiple-meaning words; | (B) use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words; | (B) use context such as definition, analogy, and examples to clarify the meaning of words; and | (B) use context such as contrast or cause and effect to clarify the meaning of words; and | (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and | (B) analyze context to distinguish between the denotative and connotative meanings of words; and | (B) analyze context to distinguish among denotative, and figurative meanings of words; and | (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and | (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and |
| | (C) identify the meaning of words with the affixes -s, -ed, and -ing; and | (C) identify the meaning of and use words with affixes -un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and | (C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not), pre-, -ness, -y, and -ful; and | (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and | (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and | (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus. | (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. | (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc. | (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) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi. | (C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor. |
| (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. | (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. | (D) identify, use, and explain the meaning of homophones such as reign/rain. | (D) identify, use, and explain the meaning of adages and puns. | | | | | | | |

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:

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|--|--|--|--|--|--|--|--|---------------------|----------------------|-----------------------|----------------------|
| (4) | (4) | (4) | (4) | (4) | (4) | (3) | (3) | (3) | | | | |
| (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) 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) 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. | | | | |

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

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (4) | (5) | (5) | (5) | (5) | (5) | (4) | (4) | (4) | (3) | (3) | (3) | (3) |
| (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. | (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. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

| Kindergarten 110.2 (5) | Grade 1 110.3 (6) | Grade 2 110.4 (6) | Grade 3 110.5 (6) | Grade 4 110.6 (6) | Grade 5 110.7 (6) | Grade 6 110.22 (5) | Grade 7 110.23 (5) | Grade 8 110.24 (5) | English I 110.36 (4) | English II 110.37 (4) | English III 110.38 (4) | English IV 110.39 (4) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (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; | (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) 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; |
| (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; | (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; | (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; | (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; | (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) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to understand key ideas; | (G) evaluate details read to analyze key ideas; |

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|---|---|---|---|---|---|---|---|---|---|---|--|--|
| (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 | (H) synthesize information from a variety of text types to create new understanding; and | (H) synthesize information from a variety of text types 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. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and using outside sources when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and using outside sources 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:

| Kindergarten 110.2 (6) | Grade 1 110.3 (7) | Grade 2 110.4 (7) | Grade 3 110.5 (7) | Grade 4 110.6 (7) | Grade 5 110.7 (7) | Grade 6 110.22 (6) | Grade 7 110.23 (6) | Grade 8 110.24 (6) | English I 110.36 (5) | English II 110.37 (5) | English III 110.38 (5) | English IV 110.39 (5) |
|---|---|--|--|---|---|--|--|--|--|--|---|---|
| (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; | (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; | (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres; | (B) write responses that demonstrate analysis 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; | (C) use text evidence and original commentary to support an analytic response; | (C) use text evidence and original commentary to support an evaluative 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; | (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 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; |
| (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; | (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; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; |

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|-----------------------|------------------|------------------|------------------|------------------|------------------|--|--|--|--|--|---|--|
| | | | | | | (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; | (H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice; | (H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice; |
| | | | | | | (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; and | (I) reflect on and adjust responses when valid evidence warrants; and | (I) reflect on and adjust responses when valid evidence warrants; and | (I) reflect on and adjust responses when valid evidence warrants; and |
| | | | | | | | | (J) defend or challenge the authors' claims using relevant text evidence. | (J) defend or challenge the authors' claims using relevant text evidence. | (J) defend or challenge the authors' claims using relevant text evidence. | (J) defend or challenge the authors' claims using relevant text evidence. | (J) defend or challenge the authors' claims using relevant text evidence. |

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

| Kindergarten 110.2 (7) | Grade 1 110.3 (8) | Grade 2 110.4 (8) | Grade 3 110.5 (8) | Grade 4 110.6 (8) | Grade 5 110.7 (8) | Grade 6 110.22 (7) | Grade 7 110.23 (7) | Grade 8 110.24 (7) | English I 110.36 (6) | English II 110.37 (6) | English III 110.38 (6) | English IV 110.39 (6) |
|---|---|---|--|---|--|--|--|--|--|--|--|--|
| (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) 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; | (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; | (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; |
| (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) 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; | (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; | (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; |
| (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; | (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, 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) 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 | (C) evaluate how different literary elements shape the author's portrayal of the plot; and | (C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; 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) analyze how the setting influences the theme. | (D) analyze how historical and cultural settings influence characterization, plot, and theme across texts. | (D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. | (D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |

**English Language Arts and Reading
K - 12 Vertical Alignment**

Strand 4

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|---|---|---|--|--|---|---|---|---|--|--|--|
| 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: | | | | | | | | | | | | |
| (8) | (9) | (9) | (9) | (9) | (9) | (8) | (8) | (8) | (7) | (7) | (7) | (7) |
| (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; | (A) read and analyze American literature across literary periods; | (A) read and analyze British literature across literary periods; |
| (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; | (B) 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) 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; | (B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms; | (B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures; |
| (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; | (C) analyze how playwrights develop dramatic action through the use of acts and scenes; | (C) 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; | (C) analyze how the relationships among dramatic elements advance the plot; | (C) analyze and evaluate how the relationships among the dramatic elements advance the plot; |
| (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: | (D) analyze characteristics and structural elements of informational text, including: | (D) analyze characteristics and structural elements of informational texts such as: | (D) analyze characteristics and structural elements of informational texts such as: | (D) analyze characteristics and structural elements of informational texts such as: | (D) critique and evaluate 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) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and | (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and | (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and | (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and |

**English Language Arts and Reading
K - 12 Vertical Alignment**

Strand 4

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|---|---|---|---|---|---|--|--|---|--|--|--|--|
| (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; and | (ii) features such as footnotes, endnotes, and citations; 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; | (ii) multiple organizational patterns within a text to develop the thesis; | (ii) the relationship between organizational design and thesis; | (ii) the relationship between organizational design and author's purpose; | (ii) the relationship between organizational design and author's purpose; |
| (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: | (E) analyze characteristics and structures of argumentative text by: | (E) analyze characteristics and structural elements of argumentative texts such as: | (E) analyze characteristics and structural elements of argumentative texts such as: | (E) analyze characteristics and structural elements of argumentative texts such as: | (E) critique and evaluate characteristics and structural elements of argumentative texts such as: |
| | | (i) stating what the author is trying to persuade the reader to think or do; and | (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) clear arguable claim, appeals, and convincing conclusion; | (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; | (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; |
| | | (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; | (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 | (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 | (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. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze the effectiveness of characteristics of multimodal and digital texts. | (F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts. |

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:

| Kindergarten 110.2 (9) | Grade 1 110.3 (10) | Grade 2 110.4 (10) | Grade 3 110.5 (10) | Grade 4 110.6 (10) | Grade 5 110.7 (10) | Grade 6 110.22 (9) | Grade 7 110.23 (9) | Grade 8 110.24 (9) | English I 110.36 (8) | English II 110.37 (8) | English III 110.38 (8) | English IV 110.39 (8) |
|--|--|--|--|---|--|---|---|--|--|---|--|--|
| (A) discuss with adult assistance the author's purpose for writing text; | (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) analyze the author's purpose, audience, and message within a text; | (A) analyze the author's purpose, audience, and message within a text; | (A) analyze the author's purpose, audience, and message within a text; | (A) evaluate 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) analyze use of text structure to achieve the author's purpose; | (B) analyze use of text structure to achieve the author's purpose; | (B) evaluate use of text structure to achieve the author's purpose; | (B) evaluate 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) 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; | (C) 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) 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; | (D) evaluate how the author's use of language informs and shapes the perception of readers; | (D) critique and evaluate 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) 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; | (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes; | (E) evaluate the use of literary devices such as paradox, satire, and allegory 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) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and | (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and | (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and | (F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and |

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|-----------------------|------------------|---|--|---|---|---|---|--|---|--|---|---|
| | | (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. | (G) 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. | (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood. | (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood. |

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

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | English I | English II | English III | English IV |
|--|--|---|--|--|--|---|---|---|--|--|---|---|
| 110.2 | 110.3 | 110.4 | 110.5 | 110.6 | 110.7 | 110.22 | 110.23 | 110.24 | 110.36 | 110.37 | 110.38 | 110.39 |
| (10) | (11) | (11) | (11) | (11) | (11) | (10) | (10) | (10) | (9) | (9) | (9) | (9) |
| (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; | (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: | (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 | (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and | (i) using strategic organizational structures 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; | (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; | (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, 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; | (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; | (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; |

**English Language Arts and Reading
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| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|--|--|--|--|--|---|---|--|---|---|--|--|
| (D) edit drafts with adult assistance 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: | (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: | (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 to demonstrate a command of standard English conventions using a style guide as appropriate; and | (D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and |
| (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 complex 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) 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; | (ii) past and present verb tense; | (ii) past, present, and future verb tense; | (ii) past, present, and future verb tense; | (ii) past tense of irregular verbs; | (ii) past tense of 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; | (iii) singular, plural, common, and proper nouns; | (iii) singular, plural, common, and proper nouns; | (iii) singular, plural, common, and proper nouns; | (iii) singular, plural, common, and proper nouns; | (iii) collective nouns; | | | | | | | |
| (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 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; | | | | | |
| (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; | (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; | | | | |
| (vi) pronouns, including subjective, objective, and possessive cases; | (vii) pronouns, including subjective, objective, and possessive cases; | (vii) pronouns, including subjective, objective, and possessive cases; | (vii) pronouns, including subjective, objective, and possessive cases; | (vii) pronouns, including reflexive; | (vii) pronouns, including indefinite; | (v) pronouns, including relative; | (v) pronoun-antecedent agreement; | (iv) pronoun-antecedent agreement; | (iii) pronoun-antecedent agreement; | (iii) pronoun-antecedent agreement; | | |
| | | (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 such as either/or and neither/nor; | (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; | | | | | |

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| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|---|--|---|--|---|--|--|--|---|--|---|---|---|
| (vii) capitalization of the first letter in a sentence and name; | (viii) capitalization for the beginning of sentences and the pronoun "I"; | (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; | (ix) capitalization of official titles of people, holidays, and geographical names and places; | (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; | (ix) capitalization of abbreviations, initials, acronyms, and organizations; | (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; | (vii) correct capitalization; | (v) correct capitalization; | (iv) correct capitalization; | (iv) correct capitalization; | | |
| (viii) punctuation marks at the end of declarative sentences; and | (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and | (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and | (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and | (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and | (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; 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 | (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and | (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and | (v) 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 high-frequency words; and | (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 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 | (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and | (vi) correct spelling; and | (vi) correct spelling; 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. | (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. |

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| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|---|--|--|--|--|--|--|--|--|---|---|--|--|
| 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: | | | | | | | | | | | | |
| (11) | (12) | (12) | (12) | (12) | (12) | (11) | (11) | (11) | (10) | (10) | (10) | (10) |
| (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; | (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; | (B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft; | (B) compose informational texts such as explanatory essays, reports, resumes, 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) compose argumentative texts using genre characteristics and craft; | (C) compose argumentative texts using genre characteristics and craft; |
| | (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. | (D) compose correspondence in a professional or friendly structure; | (D) compose correspondence in a professional or friendly structure; |
| | | | | | | | | | | | (E) compose literary analysis using genre characteristics and craft; and | (E) compose literary analysis using genre characteristics and craft; and |
| | | | | | | | | | | | (F) compose rhetorical analysis using genre characteristics and craft. | (F) compose rhetorical analysis using genre characteristics and craft. |

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

| Kindergarten 110.2 (12) | Grade 1 110.3 (13) | Grade 2 110.4 (13) | Grade 3 110.5 (13) | Grade 4 110.6 (13) | Grade 5 110.7 (13) | Grade 6 110.22 (12) | Grade 7 110.23 (12) | Grade 8 110.24 (12) | English I 110.36 (11) | English II 110.37 (11) | English III 110.38 (11) | English IV 110.39 (11) |
|--|---|---|---|---|--|--|--|--|--|--|--|--|
| (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; | (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) 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) 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; | (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; | (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) 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; | | | | |

**English Language Arts and Reading
K - 12 Vertical Alignment**

Strand 7

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | (H) examine sources for: | (H) examine sources for: | (H) examine sources for: | (G) examine sources for: | (G) examine sources for: | (G) examine sources for: | (G) examine sources for: |
| | | | | | | (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 | (i) credibility, bias, and accuracy; and | (i) credibility, bias, and accuracy; 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; | (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions; | (ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur; |
| | | (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; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; 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. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |