### Kindergarten

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<thead>
<tr>
<th>Grade</th>
<th>110.2</th>
<th>110.3</th>
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</thead>
<tbody>
<tr>
<td>(A) list actively and ask questions to understand information and answer questions using multi-word responses;</td>
<td>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</td>
<td>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</td>
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</tbody>
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### Grade 1

<table>
<thead>
<tr>
<th>110.4</th>
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<tbody>
<tr>
<td>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</td>
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<tr>
<td>(C) share information and ideas by speaking audibly and clearly using the conventions of language;</td>
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### Grade 2

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<th>110.5</th>
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<tr>
<td>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</td>
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### Grade 3

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<th>110.6</th>
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<tbody>
<tr>
<td>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</td>
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### Grade 4

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<tr>
<td>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</td>
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### Grade 5

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<tbody>
<tr>
<td>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</td>
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### Grade 6

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<tr>
<td>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</td>
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### Grade 7

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<tbody>
<tr>
<td>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</td>
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### Grade 8

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<tbody>
<tr>
<td>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</td>
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### English I

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<th>110.36</th>
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<tbody>
<tr>
<td>(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes;</td>
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### English II

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<th>110.37</th>
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<tbody>
<tr>
<td>(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;</td>
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</table>

### English III

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<thead>
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<tbody>
<tr>
<td>(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;</td>
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### English IV

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<thead>
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<th>110.39</th>
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<tbody>
<tr>
<td>(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;</td>
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Kindergarten - Grade 8, Adopted May 10, 2017
### English Language Arts and Reading

#### Kindergarten

- **110.2** (2) (2) (2) (2) (2) (2)

- **110.3** (2) (2) (2) (2) (2) (2)

- **110.4** (2) (2) (2) (2) (2) (2)

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### Grade 1

- **110.8** (2) (2) (2) (2) (2) (2)

- **110.9** (2) (2) (2) (2) (2) (2)

### Grade 2

- **110.10** (2) (2) (2) (2) (2) (2)

### Grade 3

- **110.11** (2) (2) (2) (2) (2) (2)

### Grade 4

- **110.12** (2) (2) (2) (2) (2) (2)

### Grade 5

- **110.13** (2) (2) (2) (2) (2) (2)

### Grade 6

- **110.14** (2) (2) (2) (2) (2) (2)

### Grade 7

- **110.15** (2) (2) (2) (2) (2) (2)

### Grade 8

- **110.16** (2) (2) (2) (2) (2) (2)

### English I

- **110.17** (2) (2) (2) (2) (2) (2)

### English II

- **110.18** (2) (2) (2) (2) (2) (2)

### English III

- **110.19** (2) (2) (2) (2) (2) (2)

### English IV

- **110.20** (2) (2) (2) (2) (2) (2)

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### Strand 1

#### Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

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- **(A) demonstrate phonological awareness by:**
  - identifying and producing rhyming words;
  - recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
  - identifying the individual words in a spoken sentence;

- **(B) demonstrate phonological awareness by:**
  - producing a series of rhyming words;

- **(C) demonstrate phonological awareness by:**
  - conversing politely in all situations.

- **(D) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.**

- **(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.**

**Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**

- **(A) demonstrate phonological awareness by:**
  - identifying and producing rhyming words;
  - recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
  - identifying the individual words in a spoken sentence;

- **(B) demonstrate phonological awareness by:**
  - producing a series of rhyming words;

- **(C) demonstrate phonological awareness by:**
  - conversing politely in all situations.

**Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**

- **(A) demonstrate phonological awareness by:**
  - identifying and producing rhyming words;
  - recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
  - identifying the individual words in a spoken sentence;

- **(B) demonstrate phonological awareness by:**
  - producing a series of rhyming words;

- **(C) demonstrate phonological awareness by:**
  - conversing politely in all situations.
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<td>(iv) identifying syllables in spoken words;</td>
<td>(iii) distinguishing between long and short vowel sounds in one-syllable words;</td>
<td>(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</td>
<td>(v) identifying syllables in spoken words;</td>
<td>(iii) distinguishing between long and short vowel sounds in one-syllable words;</td>
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<td>(v) blending syllables to form multisyllabic words;</td>
<td>(vi) segmenting multisyllabic words into syllables;</td>
<td>(vii) blending spoken onsets and rimes to form simple words;</td>
<td>(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</td>
<td>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</td>
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<tr>
<td>(viii) blending spoken phonemes to form multisyllabic words;</td>
<td>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</td>
<td>(x) manipulating syllables within a multisyllabic word; and</td>
<td>(iv) manipulating phonemes within base words; and</td>
<td>(vii) segmenting spoken one-syllable words of three to five phonemes into individual words, including words with initial and/or final consonant blends;</td>
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<td>(ix) manipulating syllables within a multisyllabic word; and</td>
<td>(vi) manipulating phonemes within base words;</td>
<td>(x) segmenting spoken one-syllable words into individual phonemes;</td>
<td>(vii) segmenting spoken one-syllable words into individual phonemes;</td>
<td>(vi) segmenting multisyllabic words into syllables;</td>
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<td>(B) demonstrate and apply phonetic knowledge by:</td>
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<td>(A) demonstrate and apply phonetic knowledge by:</td>
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</table>

(i) identifying and matching the common sounds that letters represent;
(ii) decoding words in isolation and in context by applying common letter sound correspondences;
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - itt - itt; and
(iv) using knowledge of base words to decode common compound words and contractions;
(v) decoding words with inflectional endings, including -ed, -s, and -es; and
(vi) using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV;
(vii) using advanced knowledge of the influence of prefixes and suffixes on base words; and

(i) decoding words with short, long, or variant vowels, trigraphs, and blends;
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(iv) using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV; and
(v) using knowledge of syllable division patterns such as VV; and

(i) decoding words with multiple sound-spelling patterns such as righ, ough, and en;
(ii) decoding words with silent letters such as knife and gnat;
(iii) decoding words with VCCV, VCV, and VCCCCV with accent shifts;
(iv) using knowledge of syllable division patterns such as VCCV, VCV, and VCCCCV with accent shifts;
(v) using knowledge of syllable division patterns such as VV; and

(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(iv) decoding words using knowledge of syllable division patterns such as VV; and

(i) decoding words with consonant changes, including /h/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(iv) decoding words using knowledge of syllable division patterns such as VV; and

(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(iv) decoding words using knowledge of syllable division patterns such as VV; and

(vi) using knowledge of syllable division patterns such as VV; and

Developing and Sustaining Foundational Language Skills:
Beginning Reading & Writing
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- **Kindergarten**
  - (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

- **Grade 1**
  - (iv) identifying and reading at least 25 high-frequency words from a research-based list;
  - (vii) identifying and reading high-frequency words from a research-based list;

- **Grade 2**
  - (iii) spelling words with initial and final consonant blends, digraphs, and trigraphs;
  - (ii) spelling words with silent letters such as knife and gnat;

- **Grade 3**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **Grade 4**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **Grade 5**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **Grade 6**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **Grade 7**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **Grade 8**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **English I**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **English II**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **English III**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;

- **English IV**
  - (i) spelling words with VC, CVC, and CCVC;
  - (ii) spelling words with VC, CVC, and CCVC;
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<td>(v)</td>
<td>spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</td>
<td>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</td>
<td>(iv) spelling words using advanced knowledge of syllable division patterns;</td>
<td>(iv) spelling words using advanced knowledge of syllable division patterns;</td>
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<td>(iii)</td>
<td>spelling high-frequency words from a research-based list;</td>
<td>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</td>
<td>(vi) spelling words using knowledge of prefixes; and</td>
<td>(vi) spelling words using knowledge of prefixes; and</td>
<td>(vi) spelling words using knowledge of prefixes; and</td>
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<td>(vi) spelling words using knowledge of prefixes; and</td>
<td>(vi) spelling words using knowledge of prefixes; and</td>
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<tr>
<td>(D)</td>
<td>demonstrate print awareness by:</td>
<td>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</td>
<td>(i) identifying the front cover, back cover, and title page of a book;</td>
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<td>(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;</td>
<td>(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;</td>
<td>(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;</td>
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</table>
(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 or glossary to find words; and

(D) alphabetize a series of words and use a dictionary to find words; and

(C) alphabetize a series of words to the third letter; and

(D) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

(F) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

(E) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

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

(C) write legibly in cursive to complete assignments.

(B) 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;
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<tr>
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Developing and Sustaining Foundational Language Skills: Fluency / Self-Sustained Reading

(A) Self-select text and read independently with text for increasing periods of time.
(B) Self-select text and read independently with text for increasing periods of time.
(C) Self-select text and read independently with text for increasing periods of time.
(D) Self-select text and read independently with text for increasing periods of time.
(E) Self-select text and read independently with text for increasing periods of time.
(F) Self-select text and read independently with text for increasing periods of time.
(G) Self-select text and read independently with text for increasing periods of time.
(H) Self-select text and read independently with text for increasing periods of time.
(I) Self-select text and read independently with text for increasing periods of time.
(J) Self-select text and read independently with text for increasing periods of time.
(K) Self-select text and read independently with text for increasing periods of time.
(L) Self-select text and read independently with text for increasing periods of time.
(M) Self-select text and read independently with text for increasing periods of time.
(N) Self-select text and read independently with text for increasing periods of time.
(O) Self-select text and read independently with text for increasing periods of time.
(P) Self-select text and read independently with text for increasing periods of time.
(Q) Self-select text and read independently with text for increasing periods of time.
(R) Self-select text and read independently with text for increasing periods of time.
(S) Self-select text and read independently with text for increasing periods of time.
(T) Self-select text and read independently with text for increasing periods of time.
(U) Self-select text and read independently with text for increasing periods of time.
(V) Self-select text and read independently with text for increasing periods of time.
(W) Self-select text and read independently with text for increasing periods of time.
(X) Self-select text and read independently with text for increasing periods of time.
(Y) Self-select text and read independently with text for increasing periods of time.
(Z) Self-select text and read independently with text for increasing periods of time.

Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing, and Thinking—Fluency. The student reads grade-appropriate texts based on fluency and comprehensibility. The student is expected to:

(A) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(B) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(C) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(D) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(E) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(F) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(G) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(H) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(I) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(J) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(K) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
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(N) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(O) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(P) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(Q) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(R) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(S) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(T) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
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(V) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(W) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(X) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(Y) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.
(Z) Use appropriate fluency (rate, accuracy, and prosody) when reading grade-appropriate text.

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:

(A) Read grade-appropriate texts independently with text for increasing periods of time.
(B) Read grade-appropriate texts independently with text for increasing periods of time.
(C) Read grade-appropriate texts independently with text for increasing periods of time.
(D) Read grade-appropriate texts independently with text for increasing periods of time.
(E) Read grade-appropriate texts independently with text for increasing periods of time.
(F) Read grade-appropriate texts independently with text for increasing periods of time.
(G) Read grade-appropriate texts independently with text for increasing periods of time.
(H) Read grade-appropriate texts independently with text for increasing periods of time.
(I) Read grade-appropriate texts independently with text for increasing periods of time.
(J) Read grade-appropriate texts independently with text for increasing periods of time.
(K) Read grade-appropriate texts independently with text for increasing periods of time.
(L) Read grade-appropriate texts independently with text for increasing periods of time.
(M) Read grade-appropriate texts independently with text for increasing periods of time.
(N) Read grade-appropriate texts independently with text for increasing periods of time.
(O) Read grade-appropriate texts independently with text for increasing periods of time.
(P) Read grade-appropriate texts independently with text for increasing periods of time.
(Q) Read grade-appropriate texts independently with text for increasing periods of time.
(R) Read grade-appropriate texts independently with text for increasing periods of time.
(S) Read grade-appropriate texts independently with text for increasing periods of time.
(T) Read grade-appropriate texts independently with text for increasing periods of time.
(U) Read grade-appropriate texts independently with text for increasing periods of time.
(V) Read grade-appropriate texts independently with text for increasing periods of time.
(W) Read grade-appropriate texts independently with text for increasing periods of time.
(X) Read grade-appropriate texts independently with text for increasing periods of time.
(Y) Read grade-appropriate texts independently with text for increasing periods of time.
(Z) Read grade-appropriate texts independently with text for increasing periods 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 - Grade 8, Adopted May 10, 2017

English Language Arts and Reading

(A) establish purpose for reading assigned and self-selected texts with adult assistance;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;

(D) create mental images to deepen understanding with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(F) make inferences and use evidence to support understanding with adult assistance;

(G) evaluate details to determine what is most important with adult assistance;
Comprehension Skills

(H) synthesize information to create new understanding with adult assistance; 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;

(H) synthesize information 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.

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(H) synthesize information from two texts to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(H) synthesize information from multiple texts to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(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, 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 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.

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</thead>
<tbody>
<tr>
<td>(A) describe personal connections to a variety of sources;</td>
<td>(A) describe personal connections to a variety of sources;</td>
<td>(A) describe personal connections to a variety of sources, including self-selected texts;</td>
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<tr>
<td>(B) provide an oral, pictorial, or written response to a text;</td>
<td>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;</td>
<td>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</td>
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<td>(C) use text evidence to support an appropriate response;</td>
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<td>(D) retell in ways that maintain meaning;</td>
<td>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</td>
<td>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</td>
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<td>(E) interact with sources in meaningful ways such as illustrating or writing; and</td>
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<td>(F) respond using newly acquired vocabulary as appropriate.</td>
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<td>(F) respond using newly acquired vocabulary as appropriate; and</td>
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<td>(F) respond using newly acquired vocabulary as appropriate; and</td>
<td>(F) respond using newly acquired vocabulary as appropriate; and</td>
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<td>(G) discuss specific ideas in the text that are important to the meaning.</td>
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<td>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</td>
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<td>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</td>
<td>(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice; and</td>
<td>(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice; and</td>
<td>(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice; and</td>
<td>(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice; and</td>
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<tr>
<td>(I) reflect on and adjust responses as new evidence is presented.</td>
<td>(I) reflect on and adjust responses as new evidence is presented.</td>
<td>(I) reflect on and adjust responses as new evidence is presented.</td>
<td>(I) reflect on and adjust responses when valid evidence warrants; and</td>
<td>(I) reflect on and adjust responses when valid evidence warrants; and</td>
<td>(I) reflect on and adjust responses when valid evidence warrants; and</td>
<td>(I) reflect on and adjust responses when valid evidence warrants; and</td>
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<td>(J) defend or challenge the authors' claims using relevant text evidence.</td>
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English Language Arts and Reading
K - 12 Vertical Alignment

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:

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<tr>
<td>(A) discuss topics and determine the basic theme using text evidence with adult assistance;</td>
<td>(A) discuss topics and determine themes using text evidence with adult assistance;</td>
<td>(A) infer the theme of a work, distinguishing theme from topic;</td>
<td>(A) infer multiple themes within and across texts using text evidence;</td>
<td>(A) infer multiple themes within and across texts using text evidence;</td>
<td>(A) infer multiple themes within and across texts using text evidence;</td>
<td>(A) analyze how themes are developed through the interaction of characters and events;</td>
<td>(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</td>
<td>(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;</td>
<td>(A) analyze relationships among thematic development, characterization, point of view, of significance of setting, and plot in a variety of literary texts;</td>
<td>(A) analyze relationships among thematic development, characterization, point of view, of significance of setting, and plot in a variety of literary texts;</td>
<td>(A) analyze relationships among thematic development, characterization, point of view, of significance of setting, and plot in a variety of literary texts;</td>
<td></td>
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<tr>
<td>(B) identify and describe the main character(s);</td>
<td>(B) describe the main character's internal and external traits;</td>
<td>(B) explain the relationships among the major and minor characters;</td>
<td>(B) analyze how the characters' internal and external responses develop the plot;</td>
<td>(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;</td>
<td>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</td>
<td>(B) analyze how authors develop complex yet believable characters, including archetypes, through cultural and historical settings and events;</td>
<td>(B) analyze how authors' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
<td>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
<td>(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</td>
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<tr>
<td>(C) describe the elements of plot development, including the main events, the problem, and the resolution;</td>
<td>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and</td>
<td>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</td>
<td>(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and</td>
<td>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and</td>
<td>(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and</td>
<td>(C) analyze isolated scenes and their contribution to the plot as a whole; and</td>
<td>(C) evaluate how different literary elements shape the author's portrayal of the plot; and</td>
<td>(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and</td>
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<tr>
<td>(D) describe the setting.</td>
<td>(D) describe the setting.</td>
<td>(D) explain the importance of the setting.</td>
<td>(D) analyze the influence of the setting, including historical and cultural settings, on the plot.</td>
<td>(D) analyze how the setting influences character and plot development.</td>
<td>(D) analyze how the setting influences the values and beliefs of characters.</td>
<td>(D) analyze how the historical and cultural settings influence characterization, plot, and theme across texts.</td>
<td>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
<td>(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</td>
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</table>
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:

1. **Kindergarten**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

2. **Grade 1**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

3. **Grade 2**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

4. **Grade 3**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

5. **Grade 4**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

6. **Grade 5**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

7. **Grade 6**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

8. **Grade 7**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;

9. **Grade 8**
   - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
   - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
   - (C) discuss main characters in drama;
   - (D) recognize characteristics and structures of informational text, including:
     - (i) the central idea and supporting evidence with adult assistance;
     - (ii) the central idea with supporting evidence;
     - (iii) the central idea with supporting evidence;
     - (iv) the central idea with supporting evidence;
   - (E) explain visual patterns and structures in a variety of poems;
   - (F) explain structure in drama such as character tags, acts, scenes, and stage directions;
<table>
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<tr>
<th>Kindergarten</th>
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<th>English II</th>
<th>English III</th>
<th>English IV</th>
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<tbody>
<tr>
<td>(ii) titles and simple graphics to gain information; and</td>
<td>(ii) features and simple graphics to locate or gain information; and</td>
<td>(ii) features and simple graphics to locate or gain information; and</td>
<td>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and</td>
<td>(ii) features such as pronunciation guides and diagrams to support understanding; and</td>
<td>(ii) features such as insets, timelines, and sidebars to support understanding; and</td>
<td>(ii) features such as references or acknowledgements; and</td>
<td>(ii) features such as footnotes, endnotes, and citations; and</td>
<td>(iii) the steps in a sequence with adult assistance;</td>
<td>(iii) organizational patterns such as chronological order and description with cause and effect imaging explicitly;</td>
<td>(iii) organizational patterns such as cause and effect and problem and solution;</td>
<td>(iii) organizational patterns such as logical order and order of importance;</td>
<td>(iii) organizational patterns that support multiple topics, categories, and subcategories;</td>
</tr>
<tr>
<td>(iii) organizational patterns such as cause and effect and problem and solution;</td>
<td>(iii) organizational patterns such as comparison and contrast;</td>
<td>(iii) organizational patterns such as compare and contrast;</td>
<td>(iii) organizational patterns such as definition, classification, advantage, and disadvantage;</td>
<td>(iii) organizational characteristics that are supported by:</td>
<td>(iii) organizational characteristics that are supported by:</td>
<td>(iii) organizational characteristics that are supported by:</td>
<td>(iii) organizational characteristics that are supported by:</td>
<td>(iii) the relationship between organizational design and audience or reader;</td>
<td>(iii) the relationship between organizational design and audience or reader;</td>
<td>(iii) the relationship between organizational design and author's purpose;</td>
<td>(iii) the relationship between organizational design and author's purpose;</td>
<td>(iii) identifiable organization of categories, concession, and rebuttal;</td>
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<tr>
<td>(E) recognize characteristics of text such as hierarchical representation and audience or reader; and</td>
<td>(E) recognize characteristics of and audience or reader; and</td>
<td>(E) recognize characteristics of and audience or reader; and</td>
<td>(E) analyze characteristics and structures of argumentative text by:</td>
<td>(E) analyze characteristics and structures of argumentative text by:</td>
<td>(E) analyze characteristics and structures of argumentative text by:</td>
<td>(E) analyze characteristics and structural elements of argumentative texts such as:</td>
<td>(E) analyze characteristics and structural elements of argumentative texts such as:</td>
<td>(E) critique and evaluate characteristics of and audience or reader; and</td>
<td>(E) critique and evaluate characteristics of and audience or reader; and</td>
<td>(E) critique and evaluate characteristics of and audience or reader; and</td>
<td>(E) critique and evaluate characteristics of and audience or reader; and</td>
<td>(i) stating what the author is trying to persuade the reader to think or do; and</td>
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<td>(i) identifying the claim;</td>
<td>(i) identifying the claim;</td>
<td>(i) identifying the claim;</td>
<td>(i) identifying the claim;</td>
<td>(i) identifying the claim;</td>
<td>(i) identifying the claim;</td>
<td>(i) identifying the claim and analyzing the argument;</td>
<td>(i) identifying the claim and analyzing the argument;</td>
<td>(i) clear arguable thesis, appeals, and evidence; and</td>
<td>(i) clear arguable thesis, appeals, and evidence; and</td>
<td>(i) clear arguable thesis, appeals, and evidence; and</td>
<td>(i) clear arguable thesis, appeals, and evidence; and</td>
<td>(ii) distinguishing facts from opinion; and</td>
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<td>(ii) distinguishing facts from opinion; and</td>
<td>(ii) explaining how the author has used facts for an argument; and</td>
<td>(ii) explaining how the author has used facts for an argument; and</td>
<td>(ii) explaining how the author uses various types of evidence to support the argument; and</td>
<td>(ii) explaining how the author uses various types of evidence to support the argument; and</td>
<td>(ii) explaining how the author uses various types of evidence to support the argument; and</td>
<td>(ii) convincing the argument; and</td>
<td>(ii) convincing the argument; and</td>
<td>(ii) convincing the argument; and</td>
<td>(ii) convincing the argument; and</td>
<td>(ii) convincing the argument; and</td>
<td>(ii) convincing the argument; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
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<td>(iii) identifying the intended audience or reader; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
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<td>(iii) identifying the intended audience or reader; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
<td>(iii) identifying the intended audience or reader; and</td>
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<td>(F) recognize characteristics of multimodal and digital texts.</td>
<td>(F) recognize characteristics of multimodal and digital texts.</td>
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<td>(A) discuss the author's purpose for writing text;</td>
<td>(A) discuss the author's purpose for writing text;</td>
<td>(A) discuss the author's purpose for writing text;</td>
<td>(A) explain the author's purpose and message within a text;</td>
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<td>(A) explain the author's purpose and message within a text;</td>
<td>(A) explain the author's purpose and message within a text;</td>
<td>(A) analyze the author's purpose, audience, and message within a text;</td>
<td>(A) analyze the author's purpose, audience, and message within a text;</td>
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<td>(B) discuss how the use of text structure contributes to the author's purpose;</td>
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<td>(B) analyze use of text structure to achieve the author's purpose;</td>
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<td>(B) evaluate use of text structure to achieve the author's purpose;</td>
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<td>(C) discuss with adult assistance how the author's use of print and graphic features to achieve specific purposes;</td>
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<td>(C) evaluate the author's use of print and graphic features to achieve specific purposes;</td>
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<tr>
<td>(D) discuss with adult assistance how the author uses words that help the reader visualize; and</td>
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<td>(D) discuss with adult assistance how the author uses words that help the reader visualize; and</td>
<td>(D) analyze the author's use of imagery, literal and figurative language and sound devices such as onomatopoeia to achieve specific purposes;</td>
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<td>(D) evaluate how the author uses words that help the reader visualize;</td>
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<tr>
<td>(E) listen to and experience first- and third-person texts.</td>
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<td>(E) identify the use of first or third-person point of view;</td>
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<td>(F) discuss how the author's use of language contributes to voice; and</td>
<td>(F) discuss how the author's use of language contributes to voice; and</td>
<td>(F) discuss how the author's use of language contributes to voice; and</td>
<td>(F) analyze how the author's use of language contributes to mood and voice; and</td>
<td>(F) analyze how the author's use of language contributes to mood and voice; and</td>
<td>(F) analyze how the author's use of language contributes to mood and voice; and</td>
<td>(F) analyze how the author's use of language contributes to mood and voice; and</td>
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<td>(F) analyze how the author's use of language contributes to mood and voice; and</td>
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### English Language Arts and Reading

#### K - 12 Vertical Alignment

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</table>

- **(F)** identify and 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 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 use appropriate conventions. The student is...**

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</table>

(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by organizing ideas; (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; (D) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
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<tbody>
<tr>
<td>(D) edit drafts with adult assistance using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
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<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</td>
<td>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</td>
<td>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</td>
<td>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</td>
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<tr>
<td>(i) complete sentences;</td>
<td>(i) complete sentences with subject-verb agreement;</td>
<td>(i) complete sentences with subject-verb agreement;</td>
<td>(i) complete simple and compound sentences with subject-verb agreement;</td>
<td>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</td>
<td>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</td>
<td>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</td>
<td>(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</td>
<td>(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
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<td>(ii) past and present verb tense;</td>
<td>(ii) past, present, and future verb tense;</td>
<td>(ii) past, present, and future verb tense;</td>
<td>(ii) past tense of irregular verbs;</td>
<td>(ii) past tense of irregular verbs;</td>
<td>(ii) consistent, appropriate use of verb tenses;</td>
<td>(ii) consistent, appropriate use of verb tenses;</td>
<td>(ii) consistent, appropriate use of verb tense and active and passive voice;</td>
<td>(ii) consistent, appropriate use of verb tense and active and passive voice;</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
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<tr>
<td>(iii) singular and plural nouns;</td>
<td>(iii) singular, plural, common, and proper nouns;</td>
<td>(iii) singular, plural, common, and proper nouns;</td>
<td>(iii) singular, plural, common, and proper nouns;</td>
<td>(iii) singular, plural, common, and proper nouns;</td>
<td>(iii) collective nouns;</td>
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<td>(iii) consistent, appropriate use of verb tense and active and passive voice;</td>
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<td>(D) edit drafts using standard English conventions, including:</td>
<td>(D) edit drafts using standard English conventions, including:</td>
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<td>(iv) adjectives, including articles;</td>
<td>(iv) adjectives, including articles;</td>
<td>(iv) adjectives, including articles;</td>
<td>(iv) adjectives, including their comparative and superlative forms;</td>
<td>(iv) adjectives, including their comparative and superlative forms;</td>
<td>(iv) conjunctive adverbs;</td>
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<td>(v) prepositions;</td>
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<td>(v) prepositions and prepositional phrases;</td>
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<td>(v) conjunctive adverbs;</td>
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<td>(vi) pronouns, including subjective, objective, and possessive cases;</td>
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<td>(vi) pronouns, including subjective, objective, and possessive cases;</td>
<td>(vi) pronouns, including objective, and possessive cases;</td>
<td>(vi) pronouns, including objective, and possessive cases;</td>
<td>(vi) pronouns, including indefinite;</td>
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<tr>
<td>(vii) coordinating conjunctions to form compound subjects and predicates;</td>
<td>(vii) coordinating conjunctions to form compound subjects and predicates;</td>
<td>(vii) coordinating conjunctions to form compound subjects and predicates;</td>
<td>(vii) coordinating conjunctions to form compound subjects, predicates, and sentences;</td>
<td>(vii) coordinating conjunctions to form compound subjects, predicates, and sentences;</td>
<td>(vii) coordinating conjunctions to form complex sentences;</td>
<td>(vii) coordinating conjunctions to form complex sentences;</td>
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Kindergarten - Grade 8, Adopted May 10, 2017
<table>
<thead>
<tr>
<th>Strand 6</th>
<th>Kindergarten</th>
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<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
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<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
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</thead>
<tbody>
<tr>
<td>(vii) capitalization of the first letter in a sentence and name;</td>
<td>(viii) capitalization of abbreviations, initials, acronyms, and organizations;</td>
<td>(ix) correct capitalization;</td>
<td>(iv) correct capitalization;</td>
<td>(v) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and</td>
<td>(vi) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and</td>
<td>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</td>
<td>(viii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</td>
<td>(v) correct capitalization;</td>
<td>(iv) correct capitalization;</td>
<td>(v) correct capitalization;</td>
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<td>(v) correct capitalization;</td>
<td>(iv) correct capitalization;</td>
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</table>

**Writing Process**

**Composition:**

- (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.
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<table>
<thead>
<tr>
<th>Strand 6</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
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<td>Grade 3</td>
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<td>Grade 4</td>
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<td>Grade 5</td>
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<td>Grade 7</td>
<td>110.24</td>
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<tr>
<td>Grade 8</td>
<td>110.36</td>
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<tr>
<td>English I</td>
<td>110.37</td>
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<tr>
<td>English II</td>
<td>110.38</td>
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<tr>
<td>English III</td>
<td>110.39</td>
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<tr>
<td>English IV</td>
<td>110.40</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>110.2</td>
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<tr>
<td>Grade 1</td>
<td>110.3</td>
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<td>Grade 2</td>
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<td>110.39</td>
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<tr>
<td>English IV</td>
<td>110.40</td>
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</tbody>
</table>

### Kindergarten (K-3)
- (A) dictate or compose literary texts, including personal narratives and poetry;
- (B) dictate or compose informational texts, including procedural texts and reports;
- (C) dictate or compose correspondence such as thank you notes or letters.

### Grade 4 (4-8)
- (A) dictate or compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
- (B) dictate or compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) dictate or compose correspondence such as thank you notes or letters.

### Grade 5 (5-8)
- (A) dictate or compose literary texts, including personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) dictate or compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (D) dictate or compose correspondence such as thank you notes or letters.

### Grade 6 (6-8)
- (A) dictate or compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) dictate or 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;
- (C) dictate or compose correspondence that requests information.

### Grade 7 (7-8)
- (A) dictate or compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) dictate or 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;
- (D) dictate or compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

### Grade 8 (8-8)
- (A) dictate or compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) dictate or 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;
- (C) dictate or compose correspondence in a professional or friendly structure.

### English I (9-12)
- (A) dictate or compose literary texts such as fiction and poetry using genre characteristics and craft;
- (B) dictate or compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
- (C) dictate or compose correspondence in a professional or friendly structure.

### English II (9-12)
- (A) dictate or compose literary texts such as fiction and poetry using genre characteristics and craft;
- (B) dictate or compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
- (C) dictate or compose correspondence in a professional or friendly structure.

### English III (9-12)
- (A) dictate or compose literary texts such as fiction and poetry using genre characteristics and craft;
- (B) dictate or compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
- (C) dictate or compose correspondence in a professional or friendly structure.

### English IV (9-12)
- (A) dictate or compose literary texts such as fiction and poetry using genre characteristics and craft;
- (B) dictate or compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
- (C) dictate or compose correspondence in a professional or friendly structure.
### Inquiry and Research: Listening, Speaking, Reading, Writing, and Thinking using Multiple Texts

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

<table>
<thead>
<tr>
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<td>(110.36)</td>
<td>(110.37)</td>
<td>(110.38)</td>
<td>(110.39)</td>
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</table>

(1A) generate questions for formal and informal inquiry with adult assistance;
(1B) develop and follow a research plan with adult assistance;
(1C) identify and gather relevant information from a variety of sources; and
(1D) demonstrate understanding of information gathered with adult assistance;

(2A) generate questions on a topic for formal and informal inquiry;
(2B) develop and follow a research plan with adult assistance;
(2C) identify and gather relevant information from a variety of sources; and
(2D) demonstrate understanding of information gathered with adult assistance;

(3A) generate and clarify questions on a topic for formal and informal inquiry;
(3B) develop and follow a research plan with adult assistance;
(3C) identify and gather relevant information from a variety of sources; and
(3D) demonstrate understanding of information gathered with adult assistance;

(4A) generate student-selected and teacher-guided questions for formal and informal inquiry;
(4B) develop and follow a research plan with adult assistance;
(4C) identify and gather relevant information from a variety of sources; and
(4D) demonstrate understanding of information gathered with adult assistance;

(5A) generate student-selected and teacher-guided questions for formal and informal inquiry;
(5B) develop and follow a research plan with adult assistance;
(5C) identify and gather relevant information from a variety of sources; and
(5D) demonstrate understanding of information gathered with adult assistance;

(6A) develop questions for formal and informal inquiry;
(6B) critique the research process at each step to implement changes as needs occur and are identified;
(6C) locate relevant sources; and
(6D) synthesize information from a variety of sources;

(7A) develop and follow a research plan with adult assistance;
(7B) critique the research process at each step to implement changes as needs occur and are identified;
(7C) locate relevant sources; and
(7D) synthesize information from a variety of sources;

(8A) generate questions for formal and informal inquiry;
(8B) critique the research process at each step to implement changes as needs occur and are identified;
(8C) locate relevant sources; and
(8D) synthesize information from a variety of sources;

(9A) develop and follow a research plan with adult assistance;
(9B) critique the research process at each step to implement changes as needs occur and are identified;
(9C) locate relevant sources; and
(9D) synthesize information from a variety of sources;

(10A) generate questions on a topic for formal and informal inquiry;
(10B) develop and follow a research plan with adult assistance;
(10C) identify and gather relevant information from a variety of sources; and
(10D) demonstrate understanding of information gathered with adult assistance;

(11A) generate and clarify questions on a topic for formal and informal inquiry;
(11B) develop and follow a research plan with adult assistance;
(11C) identify and gather relevant information from a variety of sources; and
(11D) demonstrate understanding of information gathered with adult assistance;

(12A) generate student-selected and teacher-guided questions for formal and informal inquiry;
(12B) develop and follow a research plan with adult assistance;
(12C) identify and gather relevant information from a variety of sources; and
(12D) demonstrate understanding of information gathered with adult assistance;

(13A) generate student-selected and teacher-guided questions for formal and informal inquiry;
(13B) develop and follow a research plan with adult assistance;
(13C) identify and gather relevant information from a variety of sources; and
(13D) demonstrate understanding of information gathered with adult assistance;

(14A) develop questions for formal and informal inquiry;
(14B) critique the research process at each step to implement changes as needs occur and are identified;
(14C) locate relevant sources; and
(14D) synthesize information from a variety of sources;

(15A) develop and follow a research plan with adult assistance;
(15B) critique the research process at each step to implement changes as needs occur and are identified;
(15C) locate relevant sources; and
(15D) synthesize information from a variety of sources;

(16A) generate questions for formal and informal inquiry;
(16B) critique the research process at each step to implement changes as needs occur and are identified;
(16C) locate relevant sources; and
(16D) synthesize information from a variety of sources;

(17A) develop and follow a research plan with adult assistance;
(17B) critique the research process at each step to implement changes as needs occur and are identified;
(17C) locate relevant sources; and
(17D) synthesize information from a variety of sources;

(18A) generate questions on a topic for formal and informal inquiry;
(18B) develop and follow a research plan with adult assistance;
(18C) identify and gather relevant information from a variety of sources; and
(18D) demonstrate understanding of information gathered with adult assistance;

(19A) generate and clarify questions on a topic for formal and informal inquiry;
(19B) develop and follow a research plan with adult assistance;
(19C) identify and gather relevant information from a variety of sources; and
(19D) demonstrate understanding of information gathered with adult assistance;

(20A) generate student-selected and teacher-guided questions for formal and informal inquiry;
(20B) develop and follow a research plan with adult assistance;
(20C) identify and gather relevant information from a variety of sources; and
(20D) demonstrate understanding of information gathered with adult assistance;

(21A) generate student-selected and teacher-guided questions for formal and informal inquiry;
(21B) develop and follow a research plan with adult assistance;
(21C) identify and gather relevant information from a variety of sources; and
(21D) demonstrate understanding of information gathered with adult assistance;

(22A) develop questions for formal and informal inquiry;
(22B) critique the research process at each step to implement changes as needs occur and are identified;
(22C) locate relevant sources; and
(22D) synthesize information from a variety of sources;
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| (H) examine sources for: (i) reliability, credibility, and bias; and (i) reliability, credibility, and bias; including omission; and (i) reliability and bias, including omission; and (i) credibility and bias, including omission; and (i) credibility, bias, and accuracy; and (i) credibility, bias, and accuracy; and (i) reliability, credibility, and bias; (i) reliability, credibility, and bias; including omission; and (i) reliability and bias, including omission; and (i) credibility and bias, including omission; and (i) credibility, bias, and accuracy; and (i) credibility, bias, and accuracy; and (H) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (H) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources for: (G) examine sources 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