Language Arts and Reading TEKS SLAR K-6, ELLA 7-8 and ESOL I-II Alignment to English

Chapter 128	Spanish Grade K	Chapter 110	English Grade K
	Strand 1: Developing and sustaining foundational language skills Substrand: oral language		Strand 1: Developing and sustaining foundational language skills Substrand: oral language
128.2.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.2.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.2.b.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses;	110.2.b.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses;
128.2.b.1.B	restate and follow oral directions that involve a short, related sequence of actions;	110.2.b.1.B	restate and follow oral directions that involve a short, related sequence of actions;
128.2.b.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	110.2.b.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;
128.2.b.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	110.2.b.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
128.2.b.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	110.2.b.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
	Substrand: beginning reading and writing		Substrand: beginning reading and writing
128.2.b.2	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:	110.2.b.2	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:
128.2.b.2.A	demonstrate phonological awareness by:	110.2.b.2.A	demonstrate phonological awareness by:
128.2.b.2.A.i	identifying and producing rhyming words;	110.2.b.2.A.i	identifying and producing rhyming words;
		110.2.b.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
128.2.b.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;		
128.2.b.2.A.iii	identifying the individual words in a spoken sentence;	110.2.b.2.A.iii	identifying the individual words in a spoken sentence;
128.2.b.2.A.iv	identifying syllables in spoken words;	110.2.b.2.A.iv	identifying syllables in spoken words;
128.2.b.2.A.v	blending syllables to form multisyllabic words;	110.2.b.2.A.v	blending syllables to form multisyllabic words;
128.2.b.2.A.vi	segmenting multisyllabic words into syllables;	110.2.b.2.A.vi	segmenting multisyllabic words into syllables;
128.2.b.2.A.vii	identifying initial and final acurate in simple words.	110.2.b.2.A.vii	blending spoken onsets and rimes to form simple words;
128.2.D.2.A.VII	identifying initial and final sounds in simple words;	110.2.b.2.A.viii	blending spoken phonemes to form one-syllable words;
128.2.b.2.A.viii	blending spoken phonemes to form syllables; and		
128.2.b.2.A.ix	manipulating syllables within a multisyllabic word;	110.2.b.2.A.ix	manipulating syllables within a multisyllabic word; and
		110.2.b.2.A.x	segmenting spoken one-syllable words into individual phonemes;
128.2.b.2.B	demonstrate and apply phonetic knowledge by:	110.2.b.2.B	demonstrate and apply phonetic knowledge by:
-		110.2.b.2.B.i	identifying and matching the common sounds that letters represent;
128.2.b.2.B.i	identifying and matching the common sounds that letters represent;	110.2.b.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
128.2.b.2.B.ii	using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CCVCV, and CVCCV;		
128.2.b.2.B.iv	recognizing that new words are created when syllables are changed, added, or deleted;	110.2.b.2.B.iii	recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and
128.2.b.2.B.iii	decoding words with silent h and consonant digraphs such as/ch/,/rr/, and/ll/; and		
		110.2.b.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list;
128.2.b.2.C	demonstrate and apply spelling knowledge by:	110.2.b.2.C	demonstrate and apply spelling knowledge by:
128.2.b.2.C.ii	spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and	110.2.b.2.C.i	spelling words with VC, CVC, and CCVC;
128.2.b.2.C.i	CVCCV; spelling common letter and sound correlations; and	110.2.b.2.C.ii	spelling words using sound-spelling patterns; and
120.2.0.2.0.1		110.2.b.2.C.iii	spelling high-frequency words from a research-based list;
128.2.b.2.D	demonstrate print awareness by:	110.2.b.2.D	demonstrate print awareness by:
128.2.b.2.D.i	identifying the front cover, back cover, and title page of a book;	110.2.b.2.D.i	identifying the front cover, back cover, and title page of a book;
128.2.b.2.D.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;	110.2.b.2.D.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;
128.2.b.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	110.2.b.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
128.2.b.2.D.iv	recognizing the difference between a letter and a printed word; and	110.2.b.2.D.iv	recognizing the difference between a letter and a printed word; and
128.2.b.2.D.v	identifying all uppercase and lowercase letters; and	110.2.b.2.D.v	identifying all uppercase and lowercase letters; and

128.2.b.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate	110.2.b.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate
	directionality.	110.2.0.2.L	directionality.
	Substrand: vocabulary		Substrand: vocabulary
128.2.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.2.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.2.b.3.A	use a resource such as a picture dictionary or digital resource to find words;	110.2.b.3.A	use a resource such as a picture dictionary or digital resource to find words;
128.2.b.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	110.2.b.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
128.2.b.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors,	110.2.b.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors,
12012181010	shapes, and textures; and locations.	1.1012.010	shapes, and textures; and locations.
	Substrand: self-sustained reading	_	Substrand: self-sustained reading
128.2.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	110.2.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
	Strand 2: Comprehension skills		Strand 2: Comprehension skills
128.2.b.5	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:	110.2.b.5	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:
128.2.b.5.A	establish purpose for reading assigned and self-selected texts with adult assistance;	110.2.b.5.A	establish purpose for reading assigned and self-selected texts with adult assistance;
128.2.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	110.2.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
128.2.b.5.C	make and confirm predictions using text features and structures with adult assistance;	110.2.b.5.C	make and confirm predictions using text features and structures with adult assistance;
128.2.b.5.D	create mental images to deepen understanding with adult assistance;	110.2.b.5.D	create mental images to deepen understanding with adult assistance;
128.2.b.5.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	110.2.b.5.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;
128.2.b.5.F	make inferences and use evidence to support understanding with adult assistance;	110.2.b.5.F	make inferences and use evidence to support understanding with adult assistance;
128.2.b.5.G	evaluate details to determine what is most important with adult assistance;	110.2.b.5.G	evaluate details to determine what is most important with adult assistance;
128.2.b.5.H	synthesize information to create new understanding with adult assistance; and	110.2.b.5.H	synthesize information to create new understanding with adult assistance; and
128.2.b.5.l	monitor comprehension and make adjustments such as re-reading, using background knowledge,	110.2.b.5.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.		checking for visual cues, and asking questions when understanding breaks down with adult assistance.
	Strand 3: Response skills		Strand 3: Response skills
128.2.b.6	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student	110.2.b.6	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:		responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
128.2.b.6.A	describe personal connections to a variety of sources;	110.2.b.6.A	describe personal connections to a variety of sources;
128.2.b.6.B	provide an oral, pictorial, or written response to a text;	110.2.b.6.B	provide an oral, pictorial, or written response to a text;
128.2.b.6.C	use text evidence to support an appropriate response;	110.2.b.6.C	use text evidence to support an appropriate response;
128.2.b.6.D	retell texts in ways that maintain meaning;	110.2.b.6.D	retell texts in ways that maintain meaning;
128.2.b.6.E	interact with sources in meaningful ways such as illustrating or writing; and	110.2.b.6.E	interact with sources in meaningful ways such as illustrating or writing; and
128.2.b.6.F	respond using newly acquired vocabulary as appropriate.	110.2.b.6.F	respond using newly acquired vocabulary as appropriate.
	Strand 4: Multiple genres Substrand: literary elements		Strand 4: Multiple genres Substrand: literary elements
128.2.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:	110.2.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
128.2.b.7.A	discuss topics and determine the basic theme using text evidence with adult assistance;	110.2.b.7.A	discuss topics and determine the basic theme using text evidence with adult assistance;
128.2.b.7.B	identify and describe the main character(s);	110.2.b.7.B	identify and describe the main character(s);
128.2.b.7.C	describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and	110.2.b.7.C	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and
128.2.b.7.D	describe the setting.	110.2.b.7.D	describe the setting.
128.2.b.8	Substrand: genres Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	110.2.b.8	Substrand: genres Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
128.2.b.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	110.2.b.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
128.2.b.8.B		440.01.0.0	
120.2.0.0.0	discuss rhyme and rhythm in nursery rhymes and a variety of poems;	110.2.b.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems;
128.2.b.8.C	discuss myme and mythm in hursery mymes and a variety of poems; discuss main characters in drama;	110.2.b.8.B 110.2.b.8.C	discuss main characters in drama;

128.2.b.8.D	a construction of the construction of the construction of the set is a local to a set of the construction	110.2.b.8.D	and a second state of the
128.2.D.8.D	recognize characteristics and structures of informational text, including:(i) the central idea and supporting evidence with adult assistance;	110.2.D.8.D	recognize characteristics and structures of informational text, including:
128.2.b.8.D.i	the central idea and supporting evidence with adult assistance;	110.2.b.8.D.i	the central idea and supporting evidence with adult assistance;
128.2.b.8.D.ii	titles and simple graphics to gain information; and	110.2.b.8.D.ii	titles and simple graphics to gain information; and
128.2.b.8.D.iii	the steps in a sequence with adult assistance;	110.2.b.8.D.iii	the steps in a sequence with adult assistance;
128.2.b.8.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	110.2.b.8.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
128.2.b.8.F	recognize characteristics of multimodal and digital texts;	110.2.b.8.F	recognize characteristics of multimodal and digital texts;
12012101011	Strand 5: Author's purpose and craft	11012101011	Strand 5: Author's purpose and craft
128.2.b.9	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:	110.2.b.9	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:
128.2.b.9.A	discuss with adult assistance the author's purpose for writing texts;	110.2.b.9.A	discuss with adult assistance the author's purpose for writing text;
128.2.b.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose;	110.2.b.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose;
128.2.b.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific	110.2.b.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific
	purposes;		purposes;
128.2.b.9.D	discuss with adult assistance how the author uses words that help the reader visualize; and	110.2.b.9.D	discuss with adult assistance how the author uses words that help the reader visualize; and
128.2.b.9.E	listen to and experience first- and third-person texts.	110.2.b.9.E	listen to and experience first- and third-person texts.
	Strand 6: Composition	1	Strand 6: Composition
	Substrand: writing process		Substrand: writing process
128.2.b.10	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	110.2.b.10	Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
128.2.b.10.A	plan by generating ideas for writing through class discussions and drawings;	110.2.b.10.A	plan by generating ideas for writing through class discussions and drawings;
128.2.b.10.B	develop drafts in oral, pictorial, or written form by organizing ideas;	110.2.b.10.B	develop drafts in oral, pictorial, or written form by organizing ideas;
128.2.b.10.C	revise drafts by adding details in pictures or words;	110.2.b.10.C	revise drafts by adding details in pictures or words;
128.2.b.10.D	edit drafts with adult assistance using standard Spanish conventions, including:	110.2.b.10.D	edit drafts with adult assistance using standard English conventions, including:
128.2.b.10.D.i	complete sentences;	110.2.b.10.D.i	complete sentences;
128.2.b.10.D.ii	verbs, including the difference between ser and estar;	110.2.b.10.D.ii	verbs;
128.2.b.10.D.iii	singular and plural nouns, including gender-specific articles;	110.2.b.10.D.iii	singular and plural nouns;
128.2.b.10.D.iv	adjectives, including articles;	110.2.b.10.D.iv	adjectives, including articles;
128.2.b.10.D.v	prepositions;	110.2.b.10.D.v	prepositions;
120.2.5.10.5.1		110.2.b.10.D.vi	pronouns, including subjective, objective, and possessive cases;
100.0 h 10.D vi		110.2.D.10.D.VI	pronouns, including subjective, objective, and possessive cases,
128.2.b.10.D.vi	pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;		
128.2.b.10.D.vii	capitalization of the first letter in a sentence and names;	110.2.b.10.D.vii	capitalization of the first letter in a sentence and name:
128.2.b.10.D.viii	punctuation marks at the end of declarative sentences; and	110.2.b.10.D.viii	punctuation marks at the end of declarative sentences; and
128.2.b.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules; and	110.2.b.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency
120.2.5.10.2.18		110.2.5.10.5.1	words; and
128.2.b.10.E	share writing.	110.2.b.10.E	share writing.
	Substrand: genres	• 	Substrand: genres
128.2.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.2.b.11	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:
128.2.b.11.A	dictate or compose literary texts, including personal narratives; and	110.2.b.11.A	dictate or compose literary texts, including personal narratives; and
128.2.b.11.B	dictate or compose informational texts.	110.2.b.11.B	dictate or compose informational texts.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
128.2.b.12	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:	110.2.b.12	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:
128.2.b.12.A	generate questions for formal and informal inquiry with adult assistance;	110.2.b.12.A	generate questions for formal and informal inquiry with adult assistance;
128.2.b.12.B	develop and follow a research plan with adult assistance;	110.2.b.12.B	develop and follow a research plan with adult assistance;
128.2.b.12.C	gather information from a variety of sources with adult assistance;	110.2.b.12.C	gather information from a variety of sources with adult assistance;
128.2.b.12.D	demonstrate understanding of information gathered with adult assistance; and	110.2.b.12.D	demonstrate understanding of information gathered with adult assistance; and

Chapter 128	Spanish Grade 1	Chapter 110	English Grade 1
	Strand 1: Developing and sustaining foundational language skills Substrand: oral language		Strand 1: Developing and sustaining foundational language skills Substrand: oral language
128.3.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.3.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.3.b.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	110.3.b.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
128.3.b.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;	110.3.b.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;
128.3.b.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	110.3.b.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
128.3.b.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	110.3.b.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
128.3.b.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	110.3.b.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
	Substrand: beginning reading and writing		Substrand: beginning reading and writing
128.3.b.2	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:	110.3.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
128.3.b.2.A	demonstrate phonological awareness by:	110.3.b.2.A	demonstrate phonological awareness by:
128.3.b.2.A.i	producing a series of rhyming words;	110.3.b.2.A.i	producing a series of rhyming words;
128.3.b.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;	110.3.b.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
		110.3.b.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words;
128.3.b.2.A.iii	recognizing the change in spoken word when a specified syllable is added, changed, or removed;		
		110.3.b.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
128.3.b.2.A.iv	segmenting spoken words into individual syllables;		
		110.3.b.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
128.3.b.2.A.v	blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;	440.0 h 0.4 m	
100.01.0.1		110.3.b.2.A.vi	manipulating phonemes within base words; and
128.3.b.2.A.vi	segmenting spoken words into syllables, including words with sílabas trabadas; and	110.3.b.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including
128.3.b.2.A.vii	manipulating syllables within words;		words with initial and/or final consonant blends;
128.3.b.2.B	demonstrate and apply phonetic knowledge by:	110.3.b.2.B	demonstrate and apply phonetic knowledge by:
		110.3.b.2.B.i	decoding words in isolation and in context by applying common letter sound correspondences;
128.3.b.2.B.i	identifying and matching sounds to individual letters;	110.0.0.2.0.1	
		110.3.b.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs;
128.3.b.2.B.ii	decoding words with silabas trabadas; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;		
		110.3.b.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
128.3.b.2.B.iii	decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;		
		110.3.b.2.B.iv	using knowledge of base words to decode common compound words and contractions;
128.3.b.2.B.iv	decoding words with diphthongs such as/ai/,/au/, and/ei/;		
		110.3.b.2.B.v	decoding words with inflectional endings, including -ed, -s, and -es; and
128.3.b.2.B.v	decoding contractions such as al and del;		
		110.3.b.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list;
128.3.b.2.B.vi	decoding three- to four-syllable words;		
128.3.b.2.B.vii	using knowledge of base words to decode common compound words; and		
128.3.b.2.B.viii	decoding words with common prefixes and suffixes;		

28.3.b.2.C	demonstrate and apply spelling knowledge by:	110.3.b.2.C	demonstrate and apply spelling knowledge by:
		110.3.b.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
28.3.b.2.C.i	spelling common letter and sound correlations;		
		110.3.b.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs;
28.3.b.2.C.ii	spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;		
		110.3.b.2.C.iii	spelling words using sound-spelling patterns; and
28.3.b.2.C.iii	spelling words with silent h; consonant digraphs such as/ch/,/rr/, and/ll/; and sílabas trabadas;		
		110.3.b.2.C.iv	spelling high-frequency words from a research-based list;
28.3.b.2.C.iv	spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;		
28.3.b.2.C.v	spelling contractions such as al and del;		
28.3.b.2.C.vi	spelling words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and		
28.3.b.2.C.vii	spelling words with common prefixes and suffixes;		
28.3.b.2.D	demonstrate print awareness by identifying the information that different parts of a book provide;	110.3.b.2.D	demonstrate print awareness by identifying the information that different parts of a book provide;
28.3.b.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words; and	110.3.b.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words; and
28.3.b.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	110.3.b.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
	Substrand: vocabulary		Substrand: vocabulary
28.3.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.3.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
28.3.b.3.A	use a resource such as a picture dictionary or digital resource to find words;	110.3.b.3.A	use a resource such as a picture dictionary or digital resource to find words;
28.3.b.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	110.3.b.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
28.3.b.3.C	identify the meaning of words with affixes, including -s, -es, and -or; and	110.3.b.3.C	identify the meaning of words with the affixes -s, -ed, and -ing; and
28.3.b.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.	110.3.b.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.
00.0 h 4	Substrand: fluency	440.0 + 4	Substrand: fluency
28.3.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	110.3.b.4	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 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
	Substrand: self-sustained reading		Substrand: self-sustained reading
28.3.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	110.3.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The studer is expected to self-select text and interact independently with text for increasing periods of time.
	Strand 2: Comprehension skills		Strand 2: Comprehension skills
28.3.b.6	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:	110.3.b.6	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:
00.01.0.4			establish purpose for reading assigned and self-selected texts with adult assistance;
28.3.b.6.A	establish purpose for reading assigned and self-selected texts with adult assistance;	110.3.b.6.A	colubility purpose for reading assigned and con colocida texts with addit assistance,
28.3.b.6.B	establish purpose for reading assigned and self-selected texts with adult assistance; generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	110.3.b.6.A 110.3.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
	generate questions about text before, during, and after reading to deepen understanding and gain		generate questions about text before, during, and after reading to deepen understanding and gain
28.3.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures	110.3.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures
28.3.b.6.B 28.3.b.6.C	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	110.3.b.6.B 110.3.b.6.C	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
28.3.b.6.B 28.3.b.6.C 28.3.b.6.D 28.3.b.6.E	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance;	110.3.b.6.B 110.3.b.6.C 110.3.b.6.D	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance;
28.3.b.6.B 28.3.b.6.C 28.3.b.6.D 28.3.b.6.E 28.3.b.6.F 28.3.b.6.G	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance;	110.3.b.6.B 110.3.b.6.C 110.3.b.6.D 110.3.b.6.E	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance;
28.3.b.6.B 28.3.b.6.C 28.3.b.6.D 28.3.b.6.E 28.3.b.6.F 28.3.b.6.G 28.3.b.6.H	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance; make inferences and use evidence to support understanding with adult assistance; evaluate details to determine what is most important with adult assistance; and	110.3.b.6.B 110.3.b.6.D 110.3.b.6.E 110.3.b.6.F 110.3.b.6.G 110.3.b.6.H	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance; make inferences and use evidence to support understanding with adult assistance; evaluate details to determine what is most important with adult assistance; and
28.3.b.6.B 28.3.b.6.C 28.3.b.6.D 28.3.b.6.E 28.3.b.6.F 28.3.b.6.G	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance; make inferences and use evidence to support understanding with adult assistance; evaluate details to determine what is most important with adult assistance;	110.3.b.6.B 110.3.b.6.C 110.3.b.6.E 110.3.b.6.F 110.3.b.6.F 110.3.b.6.G	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; create mental images to deepen understanding with adult assistance; make connections to personal experiences, ideas in other texts, and society with adult assistance; make inferences and use evidence to support understanding with adult assistance; evaluate details to determine what is most important with adult assistance;

128.3.b.7	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:	110.3.b.7	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:
128.3.b.7.A	describe personal connections to a variety of sources;	110.3.b.7.A	describe personal connections to a variety of sources;
128.3.b.7.B			
	write brief comments on literary or informational texts;	110.3.b.7.B	write brief comments on literary or informational texts;
128.3.b.7.C	use text evidence to support an appropriate response;	110.3.b.7.C	use text evidence to support an appropriate response;
128.3.b.7.D	retell texts in ways that maintain meaning;	110.3.b.7.D	retell texts in ways that maintain meaning;
128.3.b.7.E	interact with sources in meaningful ways such as illustrating or writing; and	110.3.b.7.E	interact with sources in meaningful ways such as illustrating or writing; and
128.3.b.7.F	respond using newly acquired vocabulary as appropriate.	110.3.b.7.F	respond using newly acquired vocabulary as appropriate.
	Strand 4: Multiple genres		Strand 4: Multiple genres
128.3.b.8	Substrand: literary elements Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:	110.3.b.8	Substrand: literary elements Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
128.3.b.8.A	discuss topics and determine theme using text evidence with adult assistance;	110.3.b.8.A	discuss topics and determine theme using text evidence with adult assistance;
128.3.b.8.B	describe the main character(s) and the reason(s) for their actions;	110.3.b.8.B	describe the main character(s) and the reason(s) for their actions;
128.3.b.8.C	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	110.3.b.8.C	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
128.3.b.8.D	describe the setting.	110.3.b.8.D	describe the setting.
	Substrand: genres		Substrand: genres
128.3.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	110.3.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
128.3.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	110.3.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
128.3.b.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	110.3.b.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
128.3.b.9.C	discuss elements of drama such as characters and setting;	110.3.b.9.C	discuss elements of drama such as characters and setting;
128.3.b.9.D	recognize characteristics and structures of informational text, including:	110.3.b.9.D	recognize characteristics and structures of informational text, including:
128.3.b.9.D.i	the central idea and supporting evidence with adult assistance;	110.3.b.9.D.i	the central idea and supporting evidence with adult assistance;
128.3.b.9.D.ii	features and simple graphics to locate or gain information; and	110.3.b.9.D.ii	features and simple graphics to locate or gain information; and
128.3.b.9.D.iii	organizational patterns such as chronological order and description with adult assistance;	110.3.b.9.D.iii	organizational patterns such as chronological order and description with adult assistance;
128.3.b.9.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	110.3.b.9.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
128.3.b.9.F	recognize characteristics of multimodal and digital texts;	110.3.b.9.F	recognize characteristics of multimodal and digital texts;
	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
128.3.b.10	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:	110.3.b.10	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:
128.3.b.10.A	discuss the author's purpose for writing text;	110.3.b.10.A	discuss the author's purpose for writing text;
128.3.b.10.B	discuss how the use of text structure contributes to the author's purpose;	110.3.b.10.B	discuss how the use of text structure contributes to the author's purpose;
128.3.b.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	110.3.b.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
128.3.b.10.D	discuss how the author uses words that help the reader visualize; and	110.3.b.10.D	discuss how the author uses words that help the reader visualize; and
128.3.b.10.E	listen to and experience first- and third-person texts.	110.3.b.10.E	listen to and experience first- and third-person texts.
	Strand 6: Composition		Strand 6: Composition
128.3.b.11	Substrand: writing process 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	110.3.b.11	Substrand: writing process Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
	appropriate conventions. The student is expected to:		appropriate conventions. The student is expected to:
128.3.b.11.A		110.3.b.11.A	appropriate conventions. The student is expected to: plan a first draft by generating ideas for writing such as by drawing and brainstorming;
128.3.b.11.A 128.3.b.11.B	appropriate conventions. The student is expected to:	110.3.b.11.A 110.3.b.11.B	
	appropriate conventions. The student is expected to: plan a first draft by generating ideas for writing such as by drawing and brainstorming;		plan a first draft by generating ideas for writing such as by drawing and brainstorming;

128.3.b.11.C	revise drafts by adding details in pictures or words;	110.3.b.11.C	revise drafts by adding details in pictures or words;
128.3.b.11.D	edit drafts using standard Spanish conventions, including:	110.3.b.11.D	edit drafts using standard English conventions, including:
128.3.b.11.D.i	complete sentences with subject-verb agreement;	110.3.b.11.D.i	complete sentences with subject-verb agreement;
128.3.b.11.D.ii	past and present verb tense, including the difference between ser and estar;	110.3.b.11.D.ii	past and present verb tense;
128.3.b.11.D.iii	singular, plural, common, and proper nouns, including gender-specific articles;	110.3.b.11.D.iii	singular, plural, common, and proper nouns;
128.3.b.11.D.iv	adjectives, including articles;	110.3.b.11.D.iv	adjectives, including articles;
128.3.b.11.D.v	adverbs that convey time;	110.3.b.11.D.v	adverbs that convey time;
128.3.b.11.D.vi	prepositions;	110.3.b.11.D.vi	prepositions;
		110.3.b.11.D.vii	pronouns, including subjective, objective, and possessive cases;
128.3.b.11.D.vii	pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;		
128.3.b.11.D.viii	capitalization for the beginning of sentences;	110.3.b.11.D.viii	capitalization for the beginning of sentences and the pronoun "I";
128.3.b.11.D.ix	punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and	110.3.b.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
128.3.b.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and	110.3.b.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and
128.3.b.11.E	publish and share writing.	110.3.b.11.E	publish and share writing.
	Substrand: genres		Substrand: genres
128.3.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.3.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.3.b.12.A	dictate or compose literary texts, including personal narratives and poetry;	110.3.b.12.A	dictate or compose literary texts, including personal narratives and poetry;
128.3.b.12.B	dictate or compose informational texts, including procedural texts; and	110.3.b.12.B	dictate or compose informational texts, including procedural texts; and
128.3.b.12.C	dictate or compose correspondence such as thank you notes or letters.	110.3.b.12.C	dictate or compose correspondence such as thank you notes or letters.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
128.3.b.13	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:	110.3.b.13	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:
128.3.b.13.A	generate questions for formal and informal inquiry with adult assistance;	110.3.b.13.A	generate questions for formal and informal inquiry with adult assistance;
128.3.b.13.B	develop and follow a research plan with adult assistance;	110.3.b.13.B	develop and follow a research plan with adult assistance;
128.3.b.13.C	identify and gather relevant sources and information to answer the questions with adult assistance;	110.3.b.13.C	identify and gather relevant sources and information to answer the questions with adult assistance;
128.3.b.13.D	demonstrate understanding of information gathered with adult assistance; and	110.3.b.13.D	demonstrate understanding of information gathered with adult assistance; and
128.3.b.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.3.b.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Chapter 128	Spanish Grade 2 Strand 1: Developing and sustaining foundational language skills	Chapter 110	English Grade 2 Strand 1: Developing and sustaining foundational language skills
	Substrand: oral language	1	Substrand: oral language
128.4.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.4.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.4.b.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	110.4.b.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
128.4.b.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;	110.4.b.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions;
128.4.b.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	110.4.b.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
128.4.b.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	110.4.b.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
128.4.b.1.E	develop social communication such as distinguishing between asking and telling.	110.4.b.1.E	develop social communication such as distinguishing between asking and telling.
	Substrand: beginning reading and writing		Substrand: beginning reading and writing
128.4.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:	110.4.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
		110.4.b.2.A	demonstrate phonological awareness by:
		110.4.b.2.A.i	producing a series of rhyming words;
		110.4.b.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
		110.4.b.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
		110.4.b.2.A.iv	manipulating phonemes within base words;
128.4.b.2.A	demonstrate and apply phonetic knowledge by:	110.4.b.2.B	demonstrate and apply phonetic knowledge by:
		110.4.b.2.B.i	decoding words with short, long, or variant vowels, trigraphs, and blends;
128.4.b.2.A.i	decoding multisyllabic words;		
		110.4.b.2.B.ii	decoding words with silent letters such as knife and gnat;
128.4.b.2.A.ii	decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;		
		110.4.b.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
128.4.b.2.A.iii	decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;		
		110.4.b.2.B.iv	decoding compound words, contractions, and common abbreviations;
128.4.b.2.A.iv	decoding words with diphthongs and hiatus;		
		110.4.b.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
128.4.b.2.A.v	decoding common abbreviations; and		
128.4.b.2.A.vi	decoding words with prefixes and suffixes;	110.4.b.2.B.vi	decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, - es, -ed, -ing, -er, and -est; and
		110.4.b.2.B.vii	identifying and reading high-frequency words from a research-based list;
128.4.b.2.B	demonstrate and apply spelling knowledge by:	110.4.b.2.C	demonstrate and apply spelling knowledge by:
		110.4.b.2.C.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;
128.4.b.2.B.i	spelling multisyllabic words;		
		110.4.b.2.C.ii	spelling words with silent letters such as knife and gnat;
128.4.b.2.B.ii	spelling words with diphthongs and hiatus;		
		110.4.b.2.C.iii	spelling compound words, contractions, and common abbreviations;
128.4.b.2.B.iii	spelling common abbreviations;		
		110.4.b.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;
		110.4.b.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
128.4.b.2.B.v	spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;		

128.4.b.2.B.iv	spelling words with prefixes and suffixes; and	110.4.b.2.C.vi	spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, - es, -ed, -ing, -er, and -est;
128.4.b.2.C	alphabetize a series of words and use a dictionary or glossary to find words; and	110.4.b.2.D	alphabetize a series of words and use a dictionary or glossary to find words; and
128.4.b.2.D	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	110.4.b.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
128.4.b.3	Substrand: vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.4.b.3	Substrands vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.4.b.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	110.4.b.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;
128.4.b.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words;	110.4.b.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words;
128.4.b.3.C	use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words;	110.4.b.3.C	identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
128.4.b.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; and	110.4.b.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
128.4.b.3.E	differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.		
128.4.b.4	Substrand: fluency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	110.4.b.4	Substrands filtency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
128.4.b.5	Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	110.4.b.5	Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
128.4.b.6	Strand 2: Comprehension skills: 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:	110.4.b.6	Strand 2: Comprehension skills: 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:
128.4.b.6.A	establish purpose for reading assigned and self-selected texts;	110.4.b.6.A	establish purpose for reading assigned and self-selected texts;
128.4.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	110.4.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
128.4.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.4.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.4.b.6.D	create mental images to deepen understanding;	110.4.b.6.D	create mental images to deepen understanding;
128.4.b.6.E	make connections to personal experiences, ideas in other texts, and society;	110.4.b.6.E	make connections to personal experiences, ideas in other texts, and society;
128.4.b.6.F	make inferences and use evidence to support understanding;	110.4.b.6.F	make inferences and use evidence to support understanding;
128.4.b.6.G	a se la seta de table de se a determinado en la seconda de seconda de seconda de seconda de seconda de seconda e	440 41 0 0	
	evaluate details read to determine key ideas;	110.4.b.6.G	evaluate details read to determine key ideas;
128.4.b.6.H	synthesize information to create new understanding; and	110.4.b.6.H	synthesize information to create new understanding; and
128.4.b.6.H 128.4.b.6.I			
128.4.b.6.I	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills	110.4.b.6.H 110.4.b.6.I	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills
	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand St Response skills 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	110.4.b.6.H	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills 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
128.4.b.6.l	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills 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:	110.4.b.6.H 110.4.b.6.I	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills 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:
128.4.b.6.l 128.4.b.7	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand St Response skills 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	110.4.b.6.H 110.4.b.6.I 110.4.b.7	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills 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
128.4.b.6.1 128.4.b.7 128.4.b.7.A 128.4.b.7.B 128.4.b.7.C	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Response skills: </td <td>110.4.b.6.H 110.4.b.6.I 110.4.b.7 110.4.b.7 A 110.4.b.7.B 110.4.b.7.C</td> <td>synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Response skills: <!--</td--></td>	110.4.b.6.H 110.4.b.6.I 110.4.b.7 110.4.b.7 A 110.4.b.7.B 110.4.b.7.C	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Response skills: </td
128.4.b.6.1 128.4.b.7 128.4.b.7.A 128.4.b.7.B 128.4.b.7.C 128.4.b.7.D	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: 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: describe personal connections to a variety of sources; write brief comments on literary or informational texts that demonstrate an understanding of the text; use text evidence to support an appropriate response; retell and paraphrase texts in ways that maintain meaning and logical order;	110.4.b.6.H 110.4.b.6.I 110.4.b.7 110.4.b.7.A 110.4.b.7.B 110.4.b.7.C 110.4.b.7.D	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Ister statement Response skills: Ister statement Response skills: Ister statement Response statement Response statement Response statement Response statement
128.4.b.6.l 128.4.b.7 128.4.b.7.A 128.4.b.7.B 128.4.b.7.C	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Response skills: </td <td>110.4.b.6.H 110.4.b.6.I 110.4.b.7 110.4.b.7 A 110.4.b.7.B 110.4.b.7.C</td> <td>synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Response skills: <!--</td--></td>	110.4.b.6.H 110.4.b.6.I 110.4.b.7 110.4.b.7 A 110.4.b.7.B 110.4.b.7.C	synthesize information to create new understanding; and monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. Strand 3: Response skills: Response skills: </td

	Strand 4: Multiple genres		Strand 4: Multiple genres
128.4.b.8	Substrand: literary elements Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:	110.4.b.8	Substrand: literary elements Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
100.41.0.4		110.11.0.1	
128.4.b.8.A	discuss topics and determine theme using text evidence with adult assistance;	110.4.b.8.A	discuss topics and determine theme using text evidence with adult assistance;
128.4.b.8.B 128.4.b.8.C	describe the main character's (characters') internal and external traits; describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	110.4.b.8.B 110.4.b.8.C	describe the main character's (characters') internal and external traits; describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
128.4.b.8.D	describe the importance of the setting.	110.4.b.8.D	describe the importance of the setting.
	Substrand: genres		Substrand: genres
128.4.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	110.4.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
128.4.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	110.4.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
128.4.b.9.B	explain visual patterns and structures in a variety of poems;	110.4.b.9.B	explain visual patterns and structures in a variety of poems;
128.4.b.9.C	discuss elements of drama such as characters, dialogue, and setting;	110.4.b.9.C	discuss elements of drama such as characters, dialogue, and setting;
128.4.b.9.D	recognize characteristics and structures of informational text, including:	110.4.b.9.D	recognize characteristics and structures of informational text, including:
128.4.b.9.D.i	the central idea and supporting evidence with adult assistance;	110.4.b.9.D.i	the central idea and supporting evidence with adult assistance;
128.4.b.9.D.ii	features and graphics to locate and gain information; and	110.4.b.9.D.ii	features and graphics to locate and gain information; and
128.4.b.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly;	110.4.b.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly;
128.4.b.9.E	recognize characteristics of persuasive text, including:	110.4.b.9.E	recognize characteristics of persuasive text, including:
128.4.b.9.E.i	stating what the author is trying to persuade the reader to think or do; and	110.4.b.9.E.i	stating what the author is trying to persuade the reader to think or do; and
128.4.b.9.E.ii	distinguishing facts from opinion; and	110.4.b.9.E.ii	distinguishing facts from opinion; and
128.4.b.9.F	recognize characteristics of multimodal and digital texts;	110.4.b.9.F	recognize characteristics of multimodal and digital texts;
	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
128.4.b.10	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:	110.4.b.10	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:
128.4.b.10.A	discuss the author's purpose for writing text;	110.4.b.10.A	discuss the author's purpose for writing text;
128.4.b.10.B	discuss how the use of text structure contributes to the author's purpose;	110.4.b.10.B	discuss how the use of text structure contributes to the author's purpose;
128.4.b.10.C	discuss the author's use of print and graphic features to achieve specific purposes;	110.4.b.10.C	discuss the author's use of print and graphic features to achieve specific purposes;
128.4.b.10.D	discuss the use of descriptive, literal, and figurative language;	110.4.b.10.D	discuss the use of descriptive, literal, and figurative language;
128.4.b.10.E	identify the use of first or third person in a text; and	110.4.b.10.E	identify the use of first or third person in a text; and
128.4.b.10.F	identify and explain the use of repetition.	110.4.b.10.F	identify and explain the use of repetition.
	Strand 6: Composition		Strand 6: Composition
	Substrand: writing process		Substrand: writing process
128.4.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	110.4.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
128.4.b.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming;	110.4.b.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming;
128.4.b.11.B	develop drafts into a focused piece of writing by:	110.4.b.11.B	develop drafts into a focused piece of writing by:
128.4.b.11.B.i	organizing with structure; and	110.4.b.11.B.i	organizing with structure; and
128.4.b.11.B.ii	developing an idea with specific and relevant details;	110.4.b.11.B.ii	developing an idea with specific and relevant details;
128.4.b.11.C	revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	110.4.b.11.C	revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
128.4.b.11.D	edit drafts using standard Spanish conventions, including:	110.4.b.11.D	edit drafts using standard English conventions, including:
128.4.b.11.D.i	complete sentences with subject-verb agreement;	110.4.b.11.D.i	complete sentences with subject-verb agreement;
128.4.b.11.D.ii	past, present, and future verb tense, including the difference between ser and estar;	110.4.b.11.D.ii	past, present, and future verb tense;
	singular, plural, common, and proper nouns, including gender-specific articles;	110.4.b.11.D.iii	singular, plural, common, and proper nouns;
128.4.b.11.D.iii		440 41 44 5 1	adjectives, including articles;
128.4.b.11.D.iii 128.4.b.11.D.iv	adjectives, including articles;	110.4.b.11.D.iv	aujectives, including anticles,
	adjectives, including articles; adverbs that convey time and adverbs that convey place;	110.4.b.11.D.IV 110.4.b.11.D.V	adjectives, including anales, adverbs that convey time and adverbs that convey place;
128.4.b.11.D.iv		-	

128.4.b.11.D.vii	pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú;		
128.4.b.11.D.viii	coordinating conjunctions to form compound subjects and predicates;	110.4.b.11.D.viii	coordinating conjunctions to form compound subjects and predicates;
128.4.b.11.D.ix	capitalization of proper nouns and the salutation and closing of a letter;	110.4.b.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;
		110.4.b.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
128.4.b.11.D.x	punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences; and		
128.4.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules; and	110.4.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
128.4.b.11.E	publish and share writing.	110.4.b.11.E	publish and share writing.
	Substrand: genres		Substrand: genres
128.4.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.4.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.4.b.12.A	compose literary texts, including personal narratives and poetry;	110.4.b.12.A	compose literary texts, including personal narratives and poetry;
128.4.b.12.B	compose informational texts, including procedural texts and reports; and	110.4.b.12.B	compose informational texts, including procedural texts and reports; and
128.4.b.12.C	compose correspondence such as thank you notes or letters.	110.4.b.12.C	compose correspondence such as thank you notes or letters.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
128.4.b.13	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:	110.4.b.13	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:
128.4.b.13.A	generate questions for formal and informal inquiry with adult assistance;	110.4.b.13.A	generate questions for formal and informal inquiry with adult assistance;
128.4.b.13.B	develop and follow a research plan with adult assistance;	110.4.b.13.B	develop and follow a research plan with adult assistance;
128.4.b.13.C	identify and gather relevant sources and information to answer the questions;	110.4.b.13.C	identify and gather relevant sources and information to answer the questions;
128.4.b.13.D	identify primary and secondary sources;	110.4.b.13.D	identify primary and secondary sources;
128.4.b.13.E	demonstrate understanding of information gathered;	110.4.b.13.E	demonstrate understanding of information gathered;
128.4.b.13.F	cite sources appropriately; and	110.4.b.13.F	cite sources appropriately; and
128.4.b.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.4.b.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	Spanish Grade 3 Strand 1: Developing and sustaining foundational language skills	Chapter 110	English Grade 3 Strand 1: Developing and sustaining foundational language skills
	Substrand: oral language		Substrand: oral language
128.5.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.5.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.5.b.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments;	110.5.b.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments;
128.5.b.1.B 128.5.b.1.C	follow, restate, and give oral instructions that involve a series of related sequences of action;	110.5.b.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action;
	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	110.5.b.1.C	speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
128.5.b.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols; and	110.5.b.1.D	work collaboratively with others by following agreed-upon rules, norms, and protocols; and
128.5.b.1.E	desarrolle la comunicación social, tal como al conversar cortésmente en cualquier situación.	110.5.b.1.E	develop social communication such as conversing politely in all situations.
128.5.b.2	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:	110.5.b.2	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
128.5.b.2.A	demonstrate and apply phonetic knowledge by:	110.5.b.2.A	demonstrate and apply phonetic knowledge by:
		110.5.b.2.A.i	decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
128.5.b.2.A.i	decoding words with a prosodic or orthographic accent;		
		110.5.b.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
128.5.b.2.A.ii	decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;		
		110.5.b.2.A.iii	decoding compound words, contractions, and abbreviations;
128.5.b.2.A.iii	decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;		
		110.5.b.2.A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
128.5.b.2.A.iv	becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;		
128.5.b.2.A.v	decoding and differentiating meaning of a word based on a diacritical accent; and		
128.5.b.2.A.vi	decoding words with prefixes and suffixes;	110.5.b.2.A.v	decoding words using knowledge of prefixes;
128.5.b.2.A.vi	decoding words with prefixes and suffixes;	110.5.b.2.A.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
		110.5.b.2.A.vii	identifying and reading high-frequency words from a research-based list;
128.5.b.2.B	demonstrate and apply spelling knowledge by:	110.5.b.2.B	demonstrate and apply spelling knowledge by:
		110.5.b.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
128.5.b.2.B.i	spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);		
		110.5.b.2.B.ii	spelling homophones;
128.5.b.2.B.ii	spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;		
		110.5.b.2.B.iii	spelling compound words, contractions, and abbreviations;
128.5.b.2.B.iii	spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;		
		110.5.b.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;
128.5.b.2.B.iv	using accents on words commonly used in questions and exclamations;		
		110.5.b.2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
128.5.b.2.B.v	spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;		
		110.5.b.2.B.vi	spelling words using knowledge of prefixes; and
		110.5.b.2.B.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;
128.5.b.2.B.vi	marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses;		
128.5.b.2.B.vii	spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;		
128.5.b.2.B.viii	spelling words that have the same sounds represented by different letters, including II and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;		
128.5.b.2.B.ix	spelling words with hard and soft r;		

128.5.b.2.B.x	spelling words using n before v; m before b; and m before p;		
128.5.b.2.B.xi	spelling words using it before v, in before b, and it before p, spelling words with sílabas trabadas; and		
128.5.b.2.B.xii			
128.5.b.2.C	spelling the plural form of words ending in z by replacing the z with c before adding -es; alphabetize a series of words to the third letter; and	440 5 5 0 0	alphabetize a series of words to the third letter; and
128.5.b.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between	110.5.b.2.C 110.5.b.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between
120.3.0.2.0	words.	110.3.0.2.0	write complete words, thoughts, and answers registy in cursive reaving appropriate spaces between
	Substrand: vocabulary		Substrand: vocabulary
128.5.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.5.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
100 5 5 2 4		440 5 5 2 4	
128.5.b.3.A 128.5.b.3.B	use print or digital resources to determine meaning, syllabication, and pronunciation;	110.5.b.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;
	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple- meaning words;	110.5.b.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple- meaning words;
128.5.b.3.C	identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;	110.5.b.3.C	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, - ness, -y, and -ful; and
128.5.b.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and	110.5.b.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
128.5.b.3.E	differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.		
128.5.b.4	SubStrand: fluency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	110.5.b.4	Substrand: fluency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
128.5.b.5	Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	110.5.b.5	Substrand: self-sustained reading 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 self-select text and read independently for a sustained period of time.
	Strand 2: Comprehension skills		Strand 2: Comprehension skills
128.5.b.6	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:	110.5.b.6	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:
128.5.b.6.A	establish purpose for reading assigned and self-selected texts;	110.5.b.6.A	establish purpose for reading assigned and self-selected texts;
128.5.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information:	110.5.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
128.5.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.5.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.5.b.6.D	create mental images to deepen understanding;	110.5.b.6.D	create mental images to deepen understanding;
128.5.b.6.E	make connections to personal experiences, ideas in other texts, and society;	110.5.b.6.E	make connections to personal experiences, ideas in other texts, and society;
128.5.b.6.F	make inferences and use evidence to support understanding;	110.5.b.6.F	make inferences and use evidence to support understanding;
128.5.b.6.G	evaluate details read to determine key ideas;	110.5.b.6.G	evaluate details read to determine key ideas;
128.5.b.6.H	synthesize information to create new understanding; and	110.5.b.6.H	synthesize information to create new understanding; and
128.5.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.5.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	Strand 3: Response skills		Strand 3: Response skills
128.5.b.7	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:	110.5.b.7	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:
128.5.b.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.5.b.7.A	describe personal connections to a variety of sources, including self-selected texts;
128.5.b.7.B	write a response to a literary or informational text that demonstrates an understanding of a text;	110.5.b.7.B	write a response to a literary or informational text that demonstrates an understanding of a text;
128.5.b.7.C	use text evidence to support an appropriate response;	110.5.b.7.C	use text evidence to support an appropriate response;
128.5.b.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;	110.5.b.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;
128.5.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.5.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.5.b.7.F	respond using newly acquired vocabulary as appropriate; and	110.5.b.7.F	respond using newly acquired vocabulary as appropriate; and
128.5.b.7.G	discuss specific ideas in the text that are important to the meaning.	110.5.b.7.G	discuss specific ideas in the text that are important to the meaning.
	Strand 4: Multiple genres Substrand: literary elements		Strand 4: Multiple genres Substrand: literary elements
128.5.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:	110.5.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
128.5.b.8.A	infer the theme of a work, distinguishing theme from topic;	110.5.b.8.A	infer the theme of a work, distinguishing theme from topic;
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128.5.b.8.B	explain the relationships among the major and minor characters;	110.5.b.8.B	explain the relationships among the major and minor characters;
128.5.b.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution; and	110.5.b.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution; and
128.5.b.8.D	explain the influence of the setting on the plot.	110.5.b.8.D	explain the influence of the setting on the plot.
	Substrand: genres		Substrand: genres
128.5.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The	110.5.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The
	student recognizes and analyzes genre-specific characteristics, structures, and purposes within and		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and
	across increasingly complex traditional, contemporary, classical, and diverse texts. The student is		across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
	expected to:		expected to:
128.5.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as	110.5.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as
	folktales, fables, fairy tales, legends, and myths;		folktales, fables, fairy tales, legends, and myths;
128.5.b.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	110.5.b.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
128.5.b.9.C	discuss elements of drama such as characters, dialogue, setting, and acts;	110.5.b.9.C	discuss elements of drama such as characters, dialogue, setting, and acts;
128.5.b.9.D	recognize characteristics and structures of informational text, including:	110.5.b.9.D	recognize characteristics and structures of informational text, including:
128.5.b.9.D.i	the central idea with supporting evidence;	110.5.b.9.D.i	the central idea with supporting evidence;
128.5.b.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to	110.5.b.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to
12010101010	support understanding; and	1 TOTOLD IO ID III	support understanding; and
128.5.b.9.D.iii	organizational patterns such as cause and effect and problem and solution;	110.5.b.9.D.iii	organizational patterns such as cause and effect and problem and solution;
128.5.b.9.E	recognize characteristics and structures of argumentative text by:	110.5.b.9.E	recognize characteristics and structures of argumentative text by:
128.5.b.9.E.i	identifying the claim;	110.5.b.9.E.i	identifying the claim;
128.5.b.9.E.ii	distinguishing facts from opinion; and	110.5.b.9.E.ii	distinguishing facts from opinion; and
128.5.b.9.E.iii	identifying the intended audience or reader; and	110.5.b.9.E.iii	identifying the intended audience or reader; and
128.5.b.9.F	recognize characteristics of multimodal and digital texts;	110.5.b.9.F	recognize characteristics of multimodal and digital texts;
12010101011	Strand 5: Author's purpose and craft	110101010	Strand 5: Author's purpose and craft
128.5.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The	110.5.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The
120.0.0.10	student uses critical inquiry to analyze the authors' choices and how they influence and communicate	110.0.0.10	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		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:		to develop his or her own products and performances. The student is expected to:
128.5.b.10.A	explain the author's purpose and message within a text;	110.5.b.10.A	explain the author's purpose and message within a text;
128.5.b.10.B	explain how the use of text structure contributes to the author's purpose;	110.5.b.10.B	explain how the use of text structure contributes to the author's purpose;
128.5.b.10.C	explain the author's use of print and graphic features to achieve specific purposes;	110.5.b.10.C	explain the author's use of print and graphic features to achieve specific purposes;
128.5.b.10.D	describe how the author's use of imagery, literal and figurative language such as simile, and sound	110.5.b.10.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;		devices such as onomatopoeia achieves specific purposes;
128.5.b.10.E	identify the use of literary devices, including first- or third-person point of view;	110.5.b.10.E	identify the use of literary devices, including first- or third-person point of view;
128.5.b.10.F	discuss how the author's use of language contributes to voice; and	110.5.b.10.F	discuss how the author's use of language contributes to voice; and
128.5.b.10.G	identify and explain the use of hyperbole.	110.5.b.10.G	identify and explain the use of hyperbole.
	Strand 6: Composition Substrand: writing process		Strand 6: Composition Substrand: writing process
128.5.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.	110.5.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.
12010101111	The student uses the writing process recursively to compose multiple texts that are legible and uses		The student uses the writing process recursively to compose multiple texts that are legible and uses
	appropriate conventions. The student is expected to:		appropriate conventions. The student is expected to:
128.5.b.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of	110.5.b.11.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;		strategies such as brainstorming, freewriting, and mapping;
128.5.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:	110.5.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:
128.5.b.11.B.i	organizing with purposeful structure, including an introduction and a conclusion; and	110.5.b.11.B.i	organizing with purposeful structure, including an introduction and a conclusion; and
128.5.b.11.B.ii	developing an engaging idea with relevant details;	110.5.b.11.B.ii	developing an engaging idea with relevant details;
128.5.b.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and	110.5.b.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and
	rearranging ideas for coherence and clarity;		rearranging ideas for coherence and clarity;
128.5.b.11.D	edit drafts using standard Spanish conventions, including:	110.5.b.11.D	edit drafts using standard English conventions, including:
128.5.b.11.D.i	complete simple and compound sentences with subject-verb agreement;	110.5.b.11.D.i	complete simple and compound sentences with subject-verb agreement;
		110.5.b.11.D.ii	past, present, and future verb tense;
128.5.b.11.D.ii	verb tense such as simple past, present, and future and imperfect past, past participle, perfect, and		
128.5.b.11.D.iii	conditional, including the difference between ser and estar;	110 5 6 11 D	singular plural common and proper pouns:
	singular, plural, common, and proper nouns, including gender-specific articles;	110.5.b.11.D.iii	singular, plural, common, and proper nouns;
128.5.b.11.D.iv	adjectives, including their comparative and superlative forms;	110.5.b.11.D.iv	adjectives, including their comparative and superlative forms;
128.5.b.11.D.v	adverbs that convey time and adverbs that convey manner;	110.5.b.11.D.v	adverbs that convey time and adverbs that convey manner;
128.5.b.11.D.vi	prepositions and prepositional phrases;	110.5.b.11.D.vi	prepositions and prepositional phrases;
128.5.b.11.D.vii	pronouns, including personal, possessive, objective, and reflexive pronouns;	110.5.b.11.D.vii	pronouns, including subjective , objective, and possessive cases;
128.5.b.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;	110.5.b.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;

128.5.b.11.D.ix	capitalization of proper nouns , geographical names and places, historical periods , and official titles of people;	110.5.b.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places;
		110.5.b.11.D.x	punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
128.5.b.11.D.x	punctuation marks, including commas in a series and dates that include the day of the week, and correct mechanics, including indentations; and		
128.5.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules; and	110.5.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
128.5.b.11.E	publish written work for appropriate audiences.	110.5.b.11.E	publish written work for appropriate audiences.
	Substrand: genres		Substrand: genres
128.5.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.5.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.5.b.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	110.5.b.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
128.5.b.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	110.5.b.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
128.5.b.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and	110.5.b.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and
128.5.b.12.D	compose correspondence such as thank you notes or letters.	110.5.b.12.D	compose correspondence such as thank you notes or letters.
128.5.b.13	Strand 7: Inquiry and research 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:	110.5.b.13	Strand 7: Inquiry and research 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:
128.5.b.13.A	generate questions on a topic for formal and informal inquiry;	110.5.b.13.A	generate questions on a topic for formal and informal inquiry;
128.5.b.13.B	develop and follow a research plan with adult assistance;	110.5.b.13.B	develop and follow a research plan with adult assistance;
128.5.b.13.C	identify and gather relevant information from a variety of sources;	110.5.b.13.C	identify and gather relevant information from a variety of sources;
128.5.b.13.D	identify primary and secondary sources;	110.5.b.13.D	identify primary and secondary sources;
128.5.b.13.E	demonstrate understanding of information gathered;	110.5.b.13.E	demonstrate understanding of information gathered;
128.5.b.13.F	recognize the difference between paraphrasing and plagiarism when using source materials;	110.5.b.13.F	recognize the difference between paraphrasing and plagiarism when using source materials;
128.5.b.13.G	create a works cited page; and	110.5.b.13.G	create a works cited page; and
128.5.b.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.5.b.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	Spanish Grade 4	Chapter 110	English Grade 4
	Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills
128.6.b.1	Substrand: oral language Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.6.b.1	Substrant; oral language Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.6.b.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments;	110.6.b.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments;
128.6.b.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action;	110.6.b.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action;
128.6.b.1.C	express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	110.6.b.1.C	express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
128.6.b.1.D	work collaboratively with others to develop a plan of shared responsibilities.	110.6.b.1.D	work collaboratively with others to develop a plan of shared responsibilities.
128.6.b.2	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:	110.6.b.2	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
128.6.b.2.A	demonstrate and apply phonetic knowledge by:	110.6.b.2.A	demonstrate and apply phonetic knowledge by:
		110.6.b.2.A.i	decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
128.6.b.2.A.i	decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);		
		110.6.b.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
128.6.b.2.A.ii	using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;		
		110.6.b.2.A.iii	decoding words using advanced knowledge of syllable division patterns such as VV;
128.6.b.2.A.iii	decoding and differentiating the meaning of a word based on the diacritical accent; and		
128.6.b.2.A.iv	decoding words with prefixes and suffixes;	110.6.b.2.A.iv	decoding words using knowledge of prefixes;
128.6.b.2.A.iv	decoding words with prefixes and suffixes;	110.6.b.2.A.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
		110.6.b.2.A.vi	identifying and reading high-frequency words from a research-based list;
128.6.b.2.B	demonstrate and apply spelling knowledge by:	110.6.b.2.B	demonstrate and apply spelling knowledge by:
120.0.0.2.0		110.6.b.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
128.6.b.2.B.i	spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;		agraphs and aphanongs, r-controlled synaples, and interstable synaples,
		110.6.b.2.B.ii	spelling homophones;
128.6.b.2.B.ii	spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;		
		110.6.b.2.B.iii	spelling multisyllabic words with multiple sound-spelling patterns;
128.6.b.2.B.iii	spelling words with diphthongs and hiatus; and		
		110.6.b.2.B.iv	spelling words using advanced knowledge of syllable division patterns;
128.6.b.2.B.iv	marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and		
		110.6.b.2.B.v	spelling words using knowledge of prefixes; and
		110.6.b.2.B.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
128.6.b.2.C	write legibly in cursive to complete assignments.	110.6.b.2.C	write legibly in cursive to complete assignments.
	Substrand: vocabulary		Substrand: vocabulary
128.6.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.6.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.6.b.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;	110.6.b.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;
128.6.b.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	110.6.b.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
128.6.b.3.C	identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, - ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;	110.6.b.3.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

128.6.b.3.E 128.6.b.4 128.6.b.5	identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. Substrand: filuency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is	110.6.b.3.D	identify, use, and explain the meaning of homophones such as reign/rain. Substrand: fluency
128.6.b.4	porque/porqué/por qué/por que, sino/si no, and también/tan bien. Substrand: filtency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is	110.6 b.4	Substrand: fluency
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is	110.6 b 4	Substrand: fluency
128.6.b.5	expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	110.0.5.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
128.6.b.5	Substrand: self-sustained reading		Substrand: self-sustained reading
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	110.6.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
	Strand 2: Comprehension skills		Strand 2: Comprehension skills
128.6.b.6	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:	110.6.b.6	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:
128.6.b.6.A	establish purpose for reading assigned and self-selected texts;	110.6.b.6.A	establish purpose for reading assigned and self-selected texts;
128.6.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	110.6.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
128.6.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.6.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.6.b.6.D	create mental images to deepen understanding;	110.6.b.6.D	create mental images to deepen understanding;
128.6.b.6.E	make connections to personal experiences, ideas in other texts, and society;	110.6.b.6.E	make connections to personal experiences, ideas in other texts, and society;
128.6.b.6.F	make inferences and use evidence to support understanding;	110.6.b.6.F	make inferences and use evidence to support understanding;
128.6.b.6.G	evaluate details read to determine key ideas;	110.6.b.6.G	evaluate details read to determine key ideas;
128.6.b.6.H	synthesize information to create new understanding; and	110.6.b.6.H	synthesize information to create new understanding; and
128.6.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.6.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	Strand 3: Response skills		Strand 3: Response skills
128.6.b.7	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:	110.6.b.7	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:
128.6.b.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.6.b.7.A	describe personal connections to a variety of sources, including self-selected texts;
128.6.b.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	110.6.b.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
128.6.b.7.C	use text evidence to support an appropriate response;	110.6.b.7.C	use text evidence to support an appropriate response;
128.6.b.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	110.6.b.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
128.6.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.6.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.6.b.7.F	respond using newly acquired vocabulary as appropriate; and	110.6.b.7.F	respond using newly acquired vocabulary as appropriate; and
128.6.b.7.G	discuss specific ideas in the text that are important to the meaning.	110.6.b.7.G	discuss specific ideas in the text that are important to the meaning.
	Strand 4: Multiple genres Substrand: literary elements		Strand 4: Multiple genres Substrand: literary elements
128.6.b.8		110.6.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
128.6.b.8.A	infer basic themes supported by text evidence;	110.6.b.8.A	infer basic themes supported by text evidence;
128.6.b.8.B	explain the interactions of the characters and the changes they undergo;	110.6.b.8.B	explain the interactions of the characters and the changes they undergo;
128.6.b.8.C	analyze plot elements, including the rising action, climax, falling action, and resolution; and	110.6.b.8.C	analyze plot elements, including the rising action, climax, falling action, and resolution; and
128.6.b.8.D	explain the influence of the setting, including historical and cultural settings, on the plot.	110.6.b.8.D	explain the influence of the setting, including historical and cultural settings, on the plot.
120.0.0.0.D		10.0.0.0.0	
128.6.b.9	Substrand: genres Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	110.6.b.9	Substrand: genres Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
128.6.b.9.A 128.6.b.9.B	, demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; explain figurative language such as simile, metaphor, and personification that the poet uses to create	110.6.b.9.A 110.6.b.9.B	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; explain figurative language such as simile, metaphor, and personification that the poet uses to create

128.6.b.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions;	110.6.b.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions:
128.6.b.9.D	recognize characteristics and structures of informational text, including:	110.6.b.9.D	recognize characteristics and structures of informational text, including:
128.6.b.9.D.i	the central idea with supporting evidence;	110.6.b.9.D.i	the central idea with supporting evidence;
128.6.b.9.D.ii	features such as pronunciation guides and diagrams to support understanding; and	110.6.b.9.D.ii	features such as pronunciation guides and diagrams to support understanding; and
128.6.b.9.D.iii	organizational patterns such as compare and contrast;	110.6.b.9.D.iii	organizational patterns such as compare and contrast;
128.6.b.9.E	recognize characteristics and structures of argumentative text by:	110.6.b.9.E	recognize characteristics and structures of argumentative text by:
128.6.b.9.E.i	identifying the claim;	110.6.b.9.E.i	identifying the claim;
128.6.b.9.E.ii	explaining how the author has used facts for an argument; and	110.6.b.9.E.ii	explaining how the author has used facts for an argument; and
128.6.b.9.E.iii	identifying the intended audience or reader; and	110.6.b.9.E.iii	identifying the intended audience or reader; and
128.6.b.9.F	recognize characteristics of multimodal and digital texts;	110.6.b.9.F	recognize characteristics of multimodal and digital texts;
	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
128.6.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The	110.6.b.10	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		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		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:		to develop his or her own products and performances. The student is expected to:
128.6.b.10.A	explain the author's purpose and message within a text;	110.6.b.10.A	explain the author's purpose and message within a text;
128.6.b.10.B	explain how the use of text structure contributes to the author's purpose;	110.6.b.10.B	explain how the use of text structure contributes to the author's purpose;
128.6.b.10.C	analyze the author's use of print and graphic features to achieve specific purposes;	110.6.b.10.C	analyze the author's use of print and graphic features to achieve specific purposes;
128.6.b.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor,	110.6.b.10.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;		and sound devices such as alliteration and assonance achieves specific purposes;
128.6.b.10.E	identify and understand the use of literary devices, including first- or third-person point of view;	110.6.b.10.E	identify and understand the use of literary devices, including first- or third-person point of view;
128.6.b.10.F	discuss how the author's use of language contributes to voice; and	110.6.b.10.F	discuss how the author's use of language contributes to voice; and
128.6.b.10.G	identify and explain the use of anecdote.	110.6.b.10.G	identify and explain the use of anecdote.
	Strand 6: Composition		Strand 6: Composition
	Substrand: writing process		Substrand: writing process
128.6.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.	110.6.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.
120.0.0.11	The student uses the writing process recursively to compose multiple texts that are legible and uses	110.0.5.111	The student uses the writing process recursively to compose multiple texts that are legible and uses
	appropriate conventions. The student is expected to:		appropriate conventions. The student is expected to:
128.6.b.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of	110.6.b.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of
120.0.D.11.A	strategies such as brainstorming, freewriting, and mapping;	110.0.D.11.A	strategies such as brainstorming, freewriting, and mapping;
128.6.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:	110.6.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:
128.6.b.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	110.6.b.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
120.0.D.11.D.I	organizing with purposerul structure, including an introduction, transitions, and a conclusion, and	110.0.D.11.D.I	
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128.6.b.11.B.ii 128.6.b.11.C	developing an engaging idea with relevant details;	110.6.b.11.B.ii	developing an engaging idea with relevant details;
128.0.D.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and	110.6.b.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and
	rearranging ideas for coherence and clarity;		rearranging ideas for coherence and clarity;
128.6.b.11.D	edit drafts using standard Spanish conventions, including:	110.6.b.11.D	edit drafts using standard English conventions, including:
128.6.b.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-	110.6.b.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run
	ons, and fragments;		ons, and fragments;
		110.6.b.11.D.ii	past tense of irregular verbs;
128.6.b.11.D.ii	verb tense such as simple past, present, and future and imperfect past, past participle, and conditional;		
128.6.b.11.D.iii	singular, plural, common, and proper nouns, including gender-specific articles;	110.6.b.11.D.iii	singular, plural, common, and proper nouns;
128.6.b.11.D.iv	adjectives, including their comparative and superlative forms;	110.6.b.11.D.iv	adjectives, including their comparative and superlative forms;
128.6.b.11.D.v	adverbs that convey frequency and adverbs that convey degree;	110.6.b.11.D.v	adverbs that convey frequency and adverbs that convey degree;
128.6.b.11.D.vi	prepositions and prepositional phrases;	110.6.b.11.D.vi	prepositions and prepositional phrases;
128.6.b.11.D.vii	pronouns, including personal, possessive, objective, reflexive, and prepositional;	110.6.b.11.D.vii	pronouns, including reflexive;
128.6.b.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;	110.6.b.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;
128.6.b.11.D.ix	capitalization of historical events and documents, titles of books, stories, and essays;	110.6.b.11.D.ix	capitalization of historical periods , events, and documents; titles of books; stories and essays; and
			languages, races, and nationalities;
128.6.b.11.D.x	punctuation marks, including commas in compound and complex sentences and em dash for	110.6.b.11.D.x	punctuation marks, including apostrophes in possessives, commas in compound sentences, and
	dialogue; and		quotation marks in dialogue; and
128.6.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules; and	110.6.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency
			words; and

	Substrand: genres		Substrand: genres
128.6.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.6.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.6.b.12.A	compose literary texts such as personal narratives and poetry using genre characteristics and craft;	110.6.b.12.A	compose literary texts such as personal narratives and poetry using genre characteristics and craft;
128.6.b.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	110.6.b.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
128.6.b.12.C	compose argumentative texts, including opinion essays using genre characteristics and craft; and	110.6.b.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and
128.6.b.12.D	compose correspondence that requests information.	110.6.b.12.D	compose correspondence that requests information.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
128.6.b.13	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:	110.6.b.13	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:
128.6.b.13.A	generate and clarify questions on a topic for formal and informal inquiry;	110.6.b.13.A	generate and clarify questions on a topic for formal and informal inquiry;
128.6.b.13.B	develop and follow a research plan with adult assistance;	110.6.b.13.B	develop and follow a research plan with adult assistance;
128.6.b.13.C	identify and gather relevant information from a variety of sources;	110.6.b.13.C	identify and gather relevant information from a variety of sources;
128.6.b.13.D	identify primary and secondary sources;	110.6.b.13.D	identify primary and secondary sources;
128.6.b.13.E	demonstrate understanding of information gathered;	110.6.b.13.E	demonstrate understanding of information gathered;
128.6.b.13.F	recognize the difference between paraphrasing and plagiarism when using source materials;	110.6.b.13.F	recognize the difference between paraphrasing and plagiarism when using source materials;
128.6.b.13.G	develop a bibliography; and	110.6.b.13.G	develop a bibliography; and
128.6.b.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.6.b.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	Spanish Grade 5	Chapter 110	English Grade 5
	Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills
128.7.b.1	Substrand: oral language Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.7.b.1	Substrand: oral language Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.7.b.1.A	listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	110.7.b.1.A	listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
128.7.b.1.B	follow, restate, and give oral instructions that include multiple action steps;	110.7.b.1.B	follow, restate, and give oral instructions that include multiple action steps;
128.7.b.1.C	give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	110.7.b.1.C	give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
128.7.b.1.D	work collaboratively with others to develop a plan of shared responsibilities.	110.7.b.1.D	work collaboratively with others to develop a plan of shared responsibilities.
128.7.b.2	Substrand: beginning reading and writing 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:	110.7.b.2	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:
128.7.b.2.A	demonstrate and apply phonetic knowledge by:	110.7.b.2.A	demonstrate and apply phonetic knowledge by:
		110.7.b.2.A.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;
128.7.b.2.A.i	decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);		
		110.7.b.2.A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
128.7.b.2.A.ii	using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;		
		110.7.b.2.A.iii	decoding words using advanced knowledge of syllable division patterns;
128.7.b.2.A.iii	decoding and differentiating meaning of word based on the diacritical accent; and		
128.7.b.2.A.iv	decoding words with prefixes and suffixes;	110.7.b.2.A.iv	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and
128.7.b.2.B	demonstrate and apply spelling knowledge by:	110.7.b.2.A.v 110.7.b.2.B	identifying and reading high-frequency words from a research-based list; demonstrate and apply spelling knowledge by:
120.7.D.2.D		110.7.b.2.B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including
128.7.b.2.B.i	spelling words with more advanced orthographic patterns and rules;		digraphs and diphthongs; r-controlled syllables; and final stable syllables;
120.7.D.2.D.1	spelling words with more advanced orthographic patterns and rules,	110.7.b.2.B.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;
128.7.b.2.B.ii	spelling palabras agudas, graves, and esdrújulas (words with the stress on the last, penultimate and antepenultimatesyllable) with a prosodic or orthographic accent;		
		110.7.b.2.B.iii	spelling multisyllabic words with multiple sound-spelling patterns;
128.7.b.2.B.iii	spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;	TOTIBLE	
		110.7.b.2.B.iv	spelling words using advanced knowledge of syllable division patterns;
128.7.b.2.B.iv	spelling words with diphthongs and hiatus; and		
128.7.b.2.B.v	marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses; and	110.7.b.2.B.v	spelling words using knowledge of prefixes; and
		110.7.b.2.B.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
128.7.b.2.C	write legibly in cursive.	110.7.b.2.C	write legibly in cursive.
128.7.b.3	Substrand: vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.7.b.3	Substrand: vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.7.b.3.A	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	110.7.b.3.A	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
128.7.b.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	110.7.b.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

128.7.b.3.C	identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, - ismo, and -ista and roots, including audi, crono, foto, geo, and terr;	110.7.b.3.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
128.7.b.3.D	identify, use, and explain the meaning of idioms, adages, and puns; and	110.7.b.3.D	identify, use, and explain the meaning of adages and puns.
128.7.b.3.E	differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. Substrand: fluency		Substrand: fluency
128.7.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	110.7.b.4	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 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
	Substrand: self-sustained reading		Substrand: self-sustained reading
128.7.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	110.7.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
	Strand 2: Comprehension skills		Strand 2: Comprehension skills
128.7.b.6	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:	110.7.b.6	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:
128.7.b.6.A	establish purpose for reading assigned and self-selected texts;	110.7.b.6.A	establish purpose for reading assigned and self-selected texts;
128.7.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	110.7.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
128.7.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.7.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.7.b.6.D	create mental images to deepen understanding;	110.7.b.6.D	create mental images to deepen understanding;
128.7.b.6.E	make connections to personal experiences, ideas in other texts, and society;	110.7.b.6.E	make connections to personal experiences, ideas in other texts, and society;
128.7.b.6.F 128.7.b.6.G	make inferences and use evidence to support understanding;	110.7.b.6.F 110.7.b.6.G	make inferences and use evidence to support understanding;
128.7.b.6.H	evaluate details read to determine key ideas; synthesize information to create new understanding; and	110.7.b.6.H	evaluate details read to determine key ideas; synthesize information to create new understanding; and
128.7.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.7.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	Strand 3: Response skills		Strand 3: Response skills
128.7.b.7	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	110.7.b.7	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:		is expected to:
128.7.b.7.A 128.7.b.7.B	describe personal connections to a variety of sources, including self-selected texts; write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	110.7.b.7.A 110.7.b.7.B	describe personal connections to a variety of sources, including self-selected texts; write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
128.7.b.7.C	use text evidence to support an appropriate response;	110.7.b.7.C	use text evidence to support an appropriate response;
128.7.b.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	110.7.b.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
128.7.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.7.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.7.b.7.F	respond using newly acquired vocabulary as appropriate; and	110.7.b.7.F	respond using newly acquired vocabulary as appropriate; and
128.7.b.7.G	discuss specific ideas in the text that are important to the meaning.	110.7.b.7.G	discuss specific ideas in the text that are important to the meaning.
	Strand 4: Multiple genres Substrand: literary elements		Strand 4: Multiple genres Substrand: literary elements
128.7.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:	110.7.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:
128.7.b.8.A	infer multiple themes within a text using text evidence;	110.7.b.8.A	infer multiple themes within a text using text evidence;
128.7.b.8.B	analyze the relationships of and conflicts among the characters;	110.7.b.8.B	analyze the relationships of and conflicts among the characters;
128.7.b.8.C	analyze plot elements, including rising action, climax, falling action, and resolution; and	110.7.b.8.C	analyze plot elements, including rising action, climax, falling action, and resolution; and
128.7.b.8.D	analyze the influence of the setting, including historical and cultural settings, on the plot.	110.7.b.8.D	analyze the influence of the setting, including historical and cultural settings, on the plot.
	Substrand: genres		Substrand: genres
128.7.b.9	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:	110.7.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
128.7.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	110.7.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;

128.7.b.9.B	explain the use of sound devices and figurative language and distinguish between the poet and the	110.7.b.9.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;		speaker in poems across a variety of poetic forms;
128.7.b.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions;	110.7.b.9.C	explain structure in drama such character tags, as acts, scenes, and stage directions;
128.7.b.9.D	recognize characteristics and structures of informational text, including:	110.7.b.9.D	recognize characteristics and structures of informational text, including:
128.7.b.9.D.i	the central idea with supporting evidence;	110.7.b.9.D.i	the central idea with supporting evidence;
128.7.b.9.D.ii	features such as insets, timelines, and sidebars to support understanding; and	110.7.b.9.D.ii	features such as insets, timelines, and sidebars to support understanding; and
128.7.b.9.D.iii	organizational patterns such as logical order and order of importance;	110.7.b.9.D.iii	organizational patterns such as logical order and order of importance;
128.7.b.9.E	recognize characteristics and structures of argumentative text by:	110.7.b.9.E	recognize characteristics and structures of argumentative text by:
128.7.b.9.E.i	identifying the claim;	110.7.b.9.E.i	identifying the claim;
128.7.b.9.E.ii	explaining how the author has used facts for or against an argument; and	110.7.b.9.E.ii	explaining how the author has used facts for or against an argument; and
128.7.b.9.E.iii	identifying the intended audience or reader; and	110.7.b.9.E.iii	identifying the intended audience or reader; and
128.7.b.9.F	recognize characteristics of multimodal and digital texts;	110.7.b.9.F	recognize characteristics of multimodal and digital texts;
	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
128.7.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The	110.7.b.10	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		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		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:		to develop his or her own products and performances. The student is expected to:
128.7.b.10.A	explain the author's purpose and message within a text;	110.7.b.10.A	explain the author's purpose and message within a text;
128.7.b.10.B		110.7.b.10.B	
	analyze how the use of text structure contributes to the author's purpose;		analyze how the use of text structure contributes to the author's purpose;
128.7.b.10.C	analyze the author's use of print and graphic features to achieve specific purposes;	110.7.b.10.C	analyze the author's use of print and graphic features to achieve specific purposes;
128.7.b.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor,	110.7.b.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor,
	and sound devices achieves specific purposes;		and sound devices achieves specific purposes;
128.7.b.10.E	identify and understand the use of literary devices, including first- or third-person point of view;	110.7.b.10.E	identify and understand the use of literary devices, including first- or third-person point of view;
	, F F,,,,		······································
128.7.b.10.F	examine how the author's use of language contributes to voice; and	110.7.b.10.F	examine how the author's use of language contributes to voice; and
128.7.b.10.G			
128.7.D.10.G	explain the purpose of hyperbole, stereotyping, and anecdote.	110.7.b.10.G	explain the purpose of hyperbole, stereotyping, and anecdote.
	Strand 6: Composition		Strand 6: Composition
(00 T) (1	Substrand: writing process		Substrand: writing process
128.7.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.	110.7.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.
	The student uses the writing process recursively to compose multiple texts that are legible and uses		The student uses the writing process recursively to compose multiple texts that are legible and uses
	appropriate conventions. The student is expected to:		appropriate conventions. The student is expected to:
128.7.b.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of	110.7.b.11.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;		strategies such as brainstorming, freewriting, and mapping;
128.7.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:	110.7.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:
128.7.b.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	110.7.b.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
128.7.b.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details;	110.7.b.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details;
128.7.b.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and	110.7.b.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and
	rearranging ideas for coherence and clarity;		rearranging ideas for coherence and clarity;
128.7.b.11.D	edit drafts using standard Spanish conventions, including:	110.7.b.11.D	edit drafts using standard English conventions, including:
128.7.b.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-	110.7.b.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-
	ons, and fragments;		ons, and fragments;
		110.7.b.11.D.ii	past tense of irregular verbs;
128.7.b.11.D.ii	irregular verbs;		
128.7.b.11.D.iii	collective nouns;	110.7.b.11.D.iii	collective nouns;
128.7.b.11.D.iv	adjectives, including those indicating origin, and their comparative and superlative forms;	110.7.b.11.D.iv	adjectives, including their comparative and superlative forms;
128.7.b.11.D.v	conjunctive adverbs;	110.7.b.11.D.v	conjunctive adverbs;
128.7.b.11.D.vi	prepositions and prepositional phrases and their influence on subject-verb agreement;	110.7.b.11.D.vi	prepositions and prepositional phrases and their influence on subject-verb agreement;
128.7.b.11.D.vii	pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;	110.7.b.11.D.vii	pronouns, including indefinite;
128.7.b.11.D.viii	subordinating conjunctions to form complex sentences;	110.7.b.11.D.viii	subordinating conjunctions to form complex sentences;
128.7.b.11.D.ix	capitalization of initials, acronyms, and organizations;	110.7.b.11.D.ix	capitalization of abbreviations, initials, acronyms, and organizations;
128.7.b.11.D.x	italics and underlining for titles and emphasis and punctuation marks, including commas in	110.7.b.11.D.x	commas in compound and complex sentences, quotation marks in dialogue, and italics and
	compound and complex sentences, em dash for dialogue, and quotation marks for titles; and		underlining for titles and emphasis; and
	and somplex complex contenees, en auen rer aldiogue, and quotation marks for titles, and		
128.7.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules; and	110.7.b.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency
			words; and
400 7 h 44 F	nublish written werk fer ennrenriste audienses	440.7 - 44.5	
128.7.b.11.E	publish written work for appropriate audiences.	110.7.b.11.E	publish written work for appropriate audiences.

	Substrand: genres		Substrand: genres
128.7.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.7.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.7.b.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	110.7.b.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
128.7.b.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	110.7.b.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
128.7.b.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and	110.7.b.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and
128.7.b.12.D	compose correspondence that requests information.	110.7.b.12.D	compose correspondence that requests information.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
128.7.b.13		110.7.b.13	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:
128.7.b.13.A	generate and clarify questions on a topic for formal and informal inquiry;	110.7.b.13.A	student is expected to: generate and clarify questions on a topic for formal and informal inquiry;
128.7.b.13.A 128.7.b.13.B		110.7.b.13.A 110.7.b.13.B	
	generate and clarify questions on a topic for formal and informal inquiry;		generate and clarify questions on a topic for formal and informal inquiry;
128.7.b.13.B	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance;	110.7.b.13.B	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance;
128.7.b.13.B 128.7.b.13.C	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources;	110.7.b.13.B 110.7.b.13.C	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources;
128.7.b.13.B 128.7.b.13.C 128.7.b.13.D	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources; understand credibility of primary and secondary sources;	110.7.b.13.B 110.7.b.13.C 110.7.b.13.D	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources; understand credibility of primary and secondary sources;
128.7.b.13.B 128.7.b.13.C 128.7.b.13.D 128.7.b.13.E	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources; understand credibility of primary and secondary sources; demonstrate understanding of information gathered;	110.7.b.13.B 110.7.b.13.C 110.7.b.13.D 110.7.b.13.E	generate and clarify questions on a topic for formal and informal inquiry; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources; understand credibility of primary and secondary sources; demonstrate understanding of information gathered;

Chapter 128	Spanish Grade 6	Chapter 110	English Grade 6
	Strand 1: Developing and sustaining foundational language skills Substrand: oral language		Strand 1: Developing and sustaining foundational language skills Substrand: oral language
128.21.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	110.22.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.21.b.1.A	listen actively to interpret a message, ask clarifying questions, and respond appropriately;	110.22.b.1.A	listen actively to interpret a message, ask clarifying questions, and respond appropriately;
128.21.b.1.B	follow and give oral instructions that include multiple action steps;	110.22.b.1.B	follow and give oral instructions that include multiple action steps;
128.21.b.1.C	give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	110.22.b.1.C	give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
128.21.b.1.D	participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	110.22.b.1.D	participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
	Substrand: beginning reading and writing		Substrand: beginning reading and writing
128.21.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning 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:		
128.21.b.2.A	demonstrate and apply phonetic knowledge by:		
128.21.b.2.A.i	differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien;		
128.21.b.2.A.ii	decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);		
128.21.b.2.A.iii	decoding words with hiatus and diphthongs; and		
128.21.b.2.A.iv	using knowledge of syllable division patterns and morphemes to decode multisyllabic words;		
128.21.b.2.B	demonstrate and apply spelling knowledge by:		
128.21.b.2.B.i	spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable, and words with the stress on the syllable before the antepenultimate);		
128.21.b.2.B.ii	marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and		
128.21.b.2.B.iii	spelling words with diphthongs and hiatus; and		
128.21.b.2.C	write legibly in cursive.		
128.21.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.22.b.2	Substrand: vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.21.b.3.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	110.22.b.2.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
128.21.b.3.B	use context such as definition, analogy, and examples to clarify the meaning of words;	110.22.b.2.B	use context such as definition, analogy, and examples to clarify the meaning of words; and
128.21.b.3.C	determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-; and	110.22.b.2.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, scrib/script, and jur/jus.
128.21.b.3.D	differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.		
	Substrand: fluency		Substrand: fluency
128.21.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	110.22.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
	Substrand: self-sustained reading		Substrand: self-sustained reading
128.21.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	110.22.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The studer is expected to self-select text and read independently for a sustained period of time.

	Strand 2: Comprehension skills		Strand 2: Comprehension skills
128.21.b.6	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The	110.22.b.5	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		student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
	texts. The student is expected to:		texts. The student is expected to:
128.21.b.6.A	establish purpose for reading assigned and self-selected text;	110.22.b.5.A	establish purpose for reading assigned and self-selected text;
128.21.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain	110.22.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain
	information;		information;
128.21.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.22.b.5.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.21.b.6.D	create mental images to deepen understanding;	110.22.b.5.D	create mental images to deepen understanding;
128.21.b.6.E	make connections to personal experiences, ideas in other texts, and society;	110.22.b.5.E	make connections to personal experiences, ideas in other texts, and society;
128.21.b.6.F	make inferences and use evidence to support understanding	110.22.b.5.F	make inferences and use evidence to support understanding;
128.21.b.6.G	evaluate details read to determine key ideas;	110.22.b.5.G	evaluate details read to determine key ideas;
128.21.b.6.H	synthesize information to create new understanding; and	110.22.b.5.H	synthesize information to create new understanding; and
128.21.b.6.l	monitor comprehension and make adjustments such as re-reading, using background knowledge,	110.22.b.5.l	monitor comprehension and make adjustments such as re-reading, using background knowledge,
	asking questions, and annotating when understanding breaks down.		asking questions, and annotating when understanding breaks down.
	Strand 3: Response skills		Strand 3: Response skills
128.21.b.7	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student	110.22.b.6	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student
120.21.0.7	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student	110.22.0.0	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
	is expected to:		is expected to:
128.21.b.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.22.b.6.A	describe personal connections to a variety of sources, including self-selected texts;
128.21.b.7.B	write responses that demonstrate understanding of texts, including comparing sources within and	110.22.b.6.B	write responses that demonstrate understanding of texts, including comparing sources within and
120.21.0.1.0	across genres;	110.22.0.0.0	across genres;
128.21.b.7.C	use text evidence to support an appropriate response;	110.22.b.6.C	use text evidence to support an appropriate response;
128.21.b.7.D	paraphrase and summarize texts in ways that maintain meaning and logical order;	110.22.b.6.D	paraphrase and summarize texts in ways that maintain meaning and logical order;
128.21.b.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.22.b.6.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
120.21.0.7.2	morate war sources in moraling a ways such as note any, a moraling, not many, or moraling,	110.22.0.0.L	interact with boardood in moduling a wayo baon ab nototalang, annotaling, notownang, or indotalang,
128.21.b.7.F	respond using newly acquired vocabulary as appropriate;	110.22.b.6.F	respond using newly acquired vocabulary as appropriate;
128.21.b.7.G	discuss and write about the explicit or implicit meanings of text;	110.22.b.6.G	discuss and write about the explicit or implicit meanings of text;
128.21.b.7.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	110.22.b.6.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
128.21.b.7.l	reflect on and adjust responses as new evidence is presented.	110.22.b.6.l	reflect on and adjust responses as new evidence is presented.
120.21.0.1.1		110.22.0.0.1	
	Strand 4: Multiple genres		Strand 4: Multiple genres
128.21.b.8	Substrand: literary elements	440.00 + 7	Substrand: literary elements
120.21.D.0	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex	110.22.D.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:		traditional, contemporary, classical, and diverse literary texts. The student is expected to:
	traditional, contemporary, classical, and diverse inerary texts. The student is expected to.		traditional, contemporary, classical, and diverse literary texts. The student is expected to.
100.011.0.4		440.001.7.4	
128.21.b.8.A	infer multiple themes within and across texts using text evidence;	110.22.b.7.A	infer multiple themes within and across texts using text evidence;
128.21.b.8.B	analyze how the characters' internal and external responses develop the plot;	110.22.b.7.B	analyze how the characters' internal and external responses develop the plot;
128.21.b.8.C	analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback: and	110.22.b.7.C	analyze plot elements, including rising action, climax, falling action, resolution, and non-linear element such as flashback; and
128.21.b.8.D	analyze how the setting, including historical and cultural settings, influences character and plot	110.22.b.7.D	analyze how the setting, including historical and cultural settings, influences character and plot
120.21.0.0.0	development.	110.22.0.1.0	development.
	-		
100 04 1 0	Substrand: genres	110.001.0	Substrand: genres
128.21.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The	110.22.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The
	student recognizes and analyzes genre-specific characteristics, structures, and purposes within and		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and
	across increasingly complex traditional, contemporary, classical, and diverse texts. The student is		across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
	expected to:		expected to:
128.21.b.9.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction,	110.22.b.8.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction,
	mysteries, humor, and myths;		mysteries, humor, and myths;
128.21.b.9.B	analyze the effect of meter and structural elements such as line breaks in poems across a variety of	110.22.b.8.B	analyze the effect of meter and structural elements such as line breaks in poems across a variety of
	poetic forms;		poetic forms;
128.21.b.9.C	analyze how playwrights develop characters through dialogue and staging;	110.22.b.8.C	analyze how playwrights develop characters through dialogue and staging;
	analyze characteristics and structural elements of informational text, including:	110.22.b.8.D	analyze characteristics and structural elements of informational text, including:
		110.22.b.8.D.i	the controlling idea or thesis with supporting evidence;
128.21.b.9.D.i	the controlling idea or thesis with supporting evidence;		features such as interduction featured unifere actions of an action of a second descents to action be demonstra
128.21.b.9.D.i	the controlling idea or thesis with supporting evidence; features such as introduction, foreword, preface, references, or acknowledgements to gain background		reatures such as introduction, foreword, preface, references, or acknowledgements to gain background
128.21.b.9.D.i 128.21.b.9.D.ii	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	110.22.b.8.D.ii	information; and
128.21.b.9.D.i 128.21.b.9.D.ii 128.21.b.9.D.iii	features such as introduction, foreword, preface, references, or acknowledgements to gain background	110.22.b.8.D.ii 110.22.b.8.D.iii	information; and organizational patterns such as definition, classification, advantage, and disadvantage;
128.21.b.9.D.i 128.21.b.9.D.ii 128.21.b.9.D.iii 128.21.b.9.E	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	110.22.b.8.D.ii <u>110.22.b.8.D.iii</u> 110.22.b.8.E	information; and
128.21.b.9.D.i 128.21.b.9.D.ii 128.21.b.9.D.ii 128.21.b.9.E 128.21.b.9.E 128.21.b.9.E.i	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and organizational patterns such as definition, classification, advantage, and disadvantage;	110.22.b.8.D.ii 110.22.b.8.D.iii 110.22.b.8.E 110.22.b.8.E.i	information; and organizational patterns such as definition, classification, advantage, and disadvantage;
128.21.b.9.D.i 128.21.b.9.D.ii 128.21.b.9.D.ii 128.21.b.9.E 128.21.b.9.E 128.21.b.9.E.i	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and organizational patterns such as definition, classification, advantage, and disadvantage; analyze characteristics and structures of argumentative text by:	110.22.b.8.D.ii <u>110.22.b.8.D.iii</u> 110.22.b.8.E	organizational patterns such as definition, classification, advantage, and disadvantage; analyze characteristics and structures of argumentative text by:
128.21.b.9.D 128.21.b.9.D.i 128.21.b.9.D.ii 128.21.b.9.D.iii 128.21.b.9.E 128.21.b.9.E.ii 128.21.b.9.E.ii 128.21.b.9.E.iii	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and organizational patterns such as definition, classification, advantage, and disadvantage; analyze characteristics and structures of argumentative text by: identifying the claim;	110.22.b.8.D.ii 110.22.b.8.D.iii 110.22.b.8.E 110.22.b.8.E.i	information; and organizational patterns such as definition, classification, advantage, and disadvantage; analyze characteristics and structures of argumentative text by: identifying the claim;

	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
128.21.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The	110.22.b.9	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		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		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:		to develop his or her own products and performances. The student is expected to:
128.21.b.10.A	explain the author's purpose and message within a text;	110.22.b.9.A	explain the author's purpose and message within a text;
128.21.b.10.B	analyze how the use of text structure contributes to the author's purpose;	110.22.b.9.B	analyze how the use of text structure contributes to the author's purpose;
128.21.b.10.C	analyze the author's use of print and graphic features to achieve specific purposes;	110.22.b.9.C	analyze the author's use of print and graphic features to achieve specific purposes;
128.21.b.10.D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes:	110.22.b.9.D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes:
128.21.b.10.E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific	110.22.b.9.E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific
120.21.0.10.L	purpose;	110.22.0.3.L	purpose;
128.21.b.10.F	analyze how the author's use of language contributes to mood and voice; and	110.22.b.9.F	analyze how the author's use of language contributes to mood and voice; and
128.21.b.10.G	explain the differences between rhetorical devices and logical fallacies.	110.22.b.9.G	explain the differences between rhetorical devices and logical fallacies.
	Strand 6: Composition		Strand 6: Composition
	Substrand: writing process		Substrand: writing process
128.21.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.	110.22.b.10	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.
	The student uses the writing process recursively to compose multiple texts that are legible and uses		The student uses the writing process recursively to compose multiple texts that are legible and uses
	appropriate conventions. The student is expected to:		appropriate conventions. The student is expected to:
128.21.b.11.A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a	110.22.b.10.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;		range of strategies such as discussion, background reading, and personal interests;
128.21.b.11.B	develop drafts into a focused, structured, and coherent piece of writing by:	110.22.b.10.B	develop drafts into a focused, structured, and coherent piece of writing by:
128.21.b.11.B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	110.22.b.10.B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
128.21.b.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details;	110.22.b.10.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details;
128.21.b.11.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety;	110.22.b.10.B.II	revise drafts for clarity, development, organization, style, word choice, and sentence variety;
128.21.b.11.D	edit drafts using standard Spanish conventions, including:	110.22.b.10.D	edit drafts using standard English conventions, including:
128.21.b.11.D.i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and	110.22.b.10.D.i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and
120.21.D.11.D.I	fragments;	110.22.D.10.D.I	fragments;
128.21.b.11.D.ii	consistent, appropriate use of verb tenses;	110.22.b.10.D.ii	consistent, appropriate use of verb tenses;
128.21.b.11.D.iii	conjunctive adverbs:	110.22.b.10.D.iii	conjunctive adverbs:
128.21.b.11.D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement;	110.22.b.10.D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement;
128.21.b.11.D.v	pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and	110.22.b.10.D.v	pronouns, including relative;
	relative:		pronoune, more any rotation,
128.21.b.11.D.vi	subordinating conjunctions to form complex sentences and correlative conjunctions;	110.22.b.10.D.vi	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or
			and neither/nor;
128.21.b.11.D.vii	capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	110.22.b.10.D.vii	capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
128.21.b.11.D.viii	punctuation marks, including commas in complex sentences, transitions, and introductory elements;	110.22.b.10.D.viii	punctuation marks, including commas in complex sentences, transitions, and introductory elements;
	and		and
128.21.b.11.D.ix	correct spelling, including commonly confused terms; and	110.22.b.10.D.ix	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

	Substrand: genres		Substrand: genres
128.21.b.12	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	110.22.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.21.b.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	110.22.b.11.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
128.21.b.12.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;	110.22.b.11.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;
128.21.b.12.C	compose multi-paragraph argumentative texts using genre characteristics and craft; and	110.22.b.11.C	compose multi-paragraph argumentative texts using genre characteristics and craft; and
128.21.b.12.D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	110.22.b.11.D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
128.21.b.13	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:	110.22.b.12	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:
128.21.b.13.A	generate student-selected and teacher-guided questions for formal and informal inquiry;	110.22.b.12.A	generate student-selected and teacher-guided questions for formal and informal inquiry;
128.21.b.13.B	develop and revise a plan;	110.22.b.12.B	develop and revise a plan;
128.21.b.13.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions;	110.22.b.12.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions;
128.21.b.13.D	identify and gather relevant information from a variety of sources;	110.22.b.12.D	identify and gather relevant information from a variety of sources;
128.21.b.13.E	differentiate between primary and secondary sources;	110.22.b.12.E	differentiate between primary and secondary sources;
128.21.b.13.F	synthesize information from a variety of sources;	110.22.b.12.F	synthesize information from a variety of sources;
128.21.b.13.G	differentiate between paraphrasing and plagiarism when using source materials;	110.22.b.12.G	differentiate between paraphrasing and plagiarism when using source materials;
128.21.b.13.H	examine sources for:	110.22.b.12.H	examine sources for:
128.21.b.13.H.i	reliability, credibility, and bias; and	110.22.b.12.H.i	reliability, credibility, and bias; and
128.21.b.13.H.ii	faulty reasoning such as hyperbole, emotional appeals, and stereotype;	110.22.b.12.H.ii	faulty reasoning such as hyperbole, emotional appeals, and stereotype;
128.21.b.13.l	display academic citations and use source materials ethically; and	110.22.b.12.l	display academic citations and use source materials ethically; and
128.21.b.13.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.22.b.12.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	ELLA 7	Chapter 110	ELAR 7
	Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills
	Substrand: oral language Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral		Substrand: oral language Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral
	language. The student develops oral language through listening, speaking, and discussion. Based on the		language. The student develops oral language through listening, speaking, and discussion. The student is
128.22.c.1	student's language proficiency level, the student is expected to:	110.23.b.1	expected to:
128.22.c.1.A	listen actively to interpret a message and ask clarifying questions that build on others' ideas;	110.23.b.1.A	listen actively to interpret a message and ask clarifying questions that build on others' ideas;
128.22.c.1.B	follow, restate , and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;	110.23.b.1.B	follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
120.22.0.1.D		110.23.D.1.D	present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate,
	present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume,		volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas
128.22.c.1.C	enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	110.23.b.1.C	effectively; and
128.22.c.1.D	engage in meaningful discourse and provide and accept constructive feedback from others; and	110.23.b.1.D	engage in meaningful discourse and provide and accept constructive feedback from others.
128.22.c.1.E	develop social communication and produce oral language in contextualized and purposeful ways.		
	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		Substrand: beginning reading and writing
	beginning reading and writing. The student develops word structure knowledge through phonological awareness,		
	print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language		
128.22.c.2	proficiency level, the student is expected to:		
128.22.c.2.A	demonstrate and apply phonetic knowledge; and		
128.22.c.2.B	write complete words, thoughts, and answers legibly.		
	Substrand: vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		Substrand: vocabulary
	vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
128.22.c.3	proficiency level, the student is expected to:	110.23.b.2	vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of		use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of
128.22.c.3.A	speech;	110.23.b.2.A	speech;
128.22.c.3.B	use context such as contrast or cause and effect to clarify the meaning of words;	110.23.b.2.B	use context such as contrast or cause and effect to clarify the meaning of words; and
	determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other		
128.22.c.3.C	languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -	110.23.b.2.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.
128.22.c.3.D	ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful; identify and use words that name actions, directions, positions, sequences, and locations;	110.23.0.2.0	such as offini, log/logue, gen, viu/vis, phil, luc, and sens/sent.
128.22.c.3.E	use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and		
128.22.c.3.F	investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.		
	Substrand: fluency	ī	Substrand: fluency
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language		Developing and evolutions formulational language skills, listening, excelsing, reading, withing, and this king
	proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and		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
128.22.c.4	adjust fluency when reading grade-level text based on the reading purpose.	110.23.b.3	adjust fluency when reading grade-level text based on the reading purpose.
	Substrand: self-sustained reading		Substrand: self-sustained reading
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self
	sustained reading. The student reads grade-appropriate texts independently. Based on the student's language		sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-
128.22.c.5	proficiency level, the student is expected to self-select text and read independently for a sustained period of	110.23.b.4	select text and read independently for a sustained period of time.
128.22.0.3	time. Strand 2: Comprehension skills	110.23.0.4	Strand 2: Comprehension skills
	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses		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. Based on the		metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is
128.22.c.6	student's language proficiency level, the student is expected to:	110.23.b.5	expected to:
128.22.c.6.A	establish purpose for reading assigned and self-selected texts;	110.23.b.5.A	establish purpose for reading assigned and self-selected texts;
100.00 · 0.0			generate questions about text before, during, and after reading to deepen understanding and gain
128.22.c.6.B 128.22.c.6.C	generate questions about text before, during, and after reading to deepen understanding and gain information; make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.23.b.5.B 110.23.b.5.C	information; make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.22.c.6.D	make and correct or confirm predictions using text features, characteristics of genre, and structures; create mental images to deepen understanding;	110.23.b.5.C	create mental images to deepen understanding;
128.22.c.6.E	make connections to personal experiences, ideas in other texts, and society;	110.23.b.5.E	make connections to personal experiences, ideas in other texts, and society;
128.22.c.6.F	make inferences and use evidence to support understanding;	110.23.b.5.F	make inferences and use evidence to support understanding;
128.22.c.6.G	evaluate details read to determine key ideas;	110.23.b.5.G	evaluate details read to determine key ideas;
128.22.c.6.H	synthesize information to create new understanding; and	110.23.b.5.H	synthesize information to create new understanding; and
100.00 - 0 -	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking		monitor comprehension and make adjustments such as re-reading, using background knowledge, asking
128.22.c.6.l	questions, and annotating when understanding breaks down.	110.23.b.5.l	questions, and annotating when understanding breaks down.
	Strand 3: Response skills Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to		Strand 3: Response skills Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds
	an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's		to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
128.22.c.7	language proficiency level, the student is expected to:	110.23.b.6	
		110.23.b.6.A	describe personal connections to a variety of sources, including self-selected texts;

			vuite second and the tale means that a under stand or of taute, including a comparing a vuite in and a success
128.22.c.7.B	write responses that demonstrate understanding of texts, including comparing sources within and across genres;	110.23.b.6.B	write responses that demonstrate understanding of texts, including comparing sources within and across genres:
128.22.c.7.C	use text evidence to support an appropriate response;	110.23.b.6.C	use text evidence to support an appropriate response;
128.22.c.7.D	paraphrase and summarize texts in ways that maintain meaning and logical order;	110.23.b.6.D	paraphrase and summarize texts in ways that maintain meaning and logical order;
128.22.c.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.23.b.6.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.22.c.7.F	respond using newly acquired vocabulary as appropriate;	110.23.b.6.F	respond using newly acquired vocabulary as appropriate;
128.22.c.7.G	discuss and write about the explicit or implicit meanings of text;	110.23.b.6.G	discuss and write about the explicit or implicit meanings of text;
128.22.c.7.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	110.23.b.6.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
128.22.c.7.l	reflect on and adjust responses as new evidence is presented.	110.23.b.6.l	reflect on and adjust responses as new evidence is presented.
	Strand 4: Multiple genres		Strand 4: Multiple genres
	Substrand: literary elements		Substrand: literary elements
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The
	student recognizes and analyzes literary elements within and across increasingly complex traditional,		student recognizes and analyzes literary elements within and across increasingly complex traditional,
	contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the		contemporary, classical, and diverse literary texts. The student is expected to:
128.22.c.8	student is expected to:	110.23.b.7	
128.22.c.8.A 128.22.c.8.B	infer multiple themes within and across texts using text evidence; analyze how characters' qualities influence events and resolution of the conflict;	110.23.b.7.A	infer multiple themes within and across texts using text evidence;
128.22.c.8.C	analyze how characters qualities initiatice events and resolution of the connict; analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	110.23.b.7.B	analyze how characters' qualities influence events and resolution of the conflict;
128.22.c.8.D	analyze how the setting influences character and plot development.	110.23.b.7.C 110.23.b.7.D	analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and analyze how the setting influences character and plot development.
120.22.0.0.D	Substrand: genres	110.23.D.1.D	Substrand: genres
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student		Substant, genes
	recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student
	complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency		recognizes and analyzes genre-specific characteristics, structures, and purposes within and across
128.22.c.9	level, the student is expected to:	110.23.b.8	increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries,		demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction,
128.22.c.9.A	humor, myths, fantasy, and science fiction;	110.23.b.8.A	mysteries, humor, myths, fantasy, and science fiction;
	analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in		analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in
128.22.c.9.B	poems across a variety of poetic forms;	110.23.b.8.B	poems across a variety of poetic forms;
128.22.c.9.C	analyze how playwrights develop characters through dialogue and staging;	110.23.b.8.C	analyze how playwrights develop characters through dialogue and staging;
128.22.c.9.D	analyze characteristics and structural elements of informational text, including:	110.23.b.8.D	analyze characteristics and structural elements of informational text, including:
128.22.c.9.D.i	the controlling idea or thesis with supporting evidence;	110.23.b.8.D.i	the controlling idea or thesis with supporting evidence;
100.00 0 D "	features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables,		
128.22.c.9.D.ii 128.22.c.9.D.iii	graphs, captions, bullets, and numbers; and	110.23.b.8.D.ii	features such as references or acknowledgements; and
128.22.c.9.D.III	organizational patterns that support multiple topics, categories, and subcategories;	110.23.b.8.D.iii 110.23.b.8.E	organizational patterns that support multiple topics, categories, and subcategories;
128.22.c.9.E.i	analyze characteristics and structures of argumentative text by: identifying the claim;	110.23.b.8.E.i	analyze characteristics and structures of argumentative text by: identifying the claim;
120.22.0.9.L.1	explaining how the author uses various types of evidence and consideration of alternatives to support the	110.23.D.O.E.I	explaining how the author uses various types of evidence and consideration of alternatives to support the
128.22.c.9.E.ii	argument; and	110.23.b.8.E.ii	argument; and
128.22.c.9.E.iii	identifying the intended audience or reader; and	110.23.b.8.E.iii	identifying the intended audience or reader; and
128.22 c.9.F	analyze characteristics of multimodal and digital texts.	110.23.b.8.F	analyze characteristics of multimodal and digital texts.; and
	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
			Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The studen
	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
	uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a		a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her
	variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own		own products and performances. The student is expected to:
128.22.c.10	products and performances. Based on the student's language proficiency level, the student is expected to:	110.23.b.9	
128.22.c.10.A	explain the author's purpose and message within a text;	110.23.b.9.A	explain the author's purpose and message within a text;
128.22.c.10.B	analyze how the use of text structure contributes to the author's purpose;	110.23.b.9.B	analyze how the use of text structure contributes to the author's purpose;
128.22.c.10.C	analyze the author's use of print and graphic features to achieve specific purposes;	110.23.b.9.C	analyze the author's use of print and graphic features to achieve specific purposes;
100 00 0 10 0	describe how the author's use of figurative language such as metaphor and personification achieves specific	110.00 - 0.0	describe how the author's use of figurative language such as metaphor and personification achieves specific
128.22.c.10.D 128.22.c.10.E	purposes; identify the use of literary devices, including subjective and objective point of view;	110.23.b.9.D 110.23.b.9.E	purposes;
128.22.c.10.E 128.22.c.10.F	analyze how the author's use of language contributes to mood, voice, and tone; and	110.23.b.9.E 110.23.b.9.F	identify the use of literary devices, including subjective and objective point of view;
120.22.0. IU.F	explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies	110.23.D.9.F	analyze how the author's use of language contributes to mood, voice, and tone; and explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies
128.22.c.10.G	such as loaded language and sweeping generalizations.	110.23.b.9.G	such as loaded language and sweeping generalizations.
120.22.0.10.0	Strand 6: Composition	110.23.0.9.9	Strand 6: Composition
	Substrand: writing process		Substrand: writing process
	Cubsitand, whitig process		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student		student uses the writing process recursively to compose multiple texts that are legible and uses appropriate
	uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.		conventions. The student is expected to:
128.22.c.11	Based on the student's language proficiency level, the student is expected to:	110.23.b.10	·
	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of		plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range
	plan a nist drait by selecting a genie appropriate for a particular topic, purpose, and addictice using a range of		of strategies such as discussion, background reading, and personal interests;
128.22.c.11.A	strategies such as discussion, background reading, and personal interests;	110.23.b.10.A	or strategies such as discussion, background reading, and personal interests,
128.22.c.11.A 128.22.c.11.B		110.23.b.10.A 110.23.b.10.B	develop drafts into a focused, structured, and coherent piece of writing by:
128.22.c.11.B	strategies such as discussion, background reading, and personal interests; develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across	110.23.b.10.B	develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across
128.22.c.11.B 128.22.c.11.B.i	strategies such as discussion, background reading, and personal interests; develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	110.23.b.10.B 110.23.b.10.B.i	develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
128.22.c.11.B	strategies such as discussion, background reading, and personal interests; develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across	110.23.b.10.B	develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across

128.22.c.11.D	edit drafts using standard English conventions, including:	110.23.b.10.D	edit drafts using standard English conventions, including:
	complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices,		
128.22.c.11.D.i	run-ons, and fragments;	110.23.b.10.D.i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
128.22.c.11.D.ii	consistent, appropriate use of verb tenses;	110.23.b.10.D.ii	consistent, appropriate use of verb tenses;
128.22.c.11.D.iii	conjunctive adverbs;	110.23.b.10.D.iii	conjunctive adverbs;
128.22.c.11.D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement;	110.23.b.10.D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement;
128.22.c.11.D.v	pronoun-antecedent agreement;	110.23.b.10.D.v	pronoun-antecedent agreement;
	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and		subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and
128.22.c.11.D.vi	neither/nor;	110.23.b.10.D.vi	neither/nor;
128.22.c.11.D.vii	correct capitalization;	110.23.b.10.D.vii	correct capitalization;
128.22.c.11.D.viii	punctuation, including commas to set off words, phrases, and clauses and semicolons; and	110.23.b.10.D.viii	punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and		correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and
128.22.c.11.D.ix	to/two/too; and	110.23.b.10.D.ix	to/two/too; and
128.22.c.11.E	publish written work for appropriate audiences.	110.23.b.10.E	publish written work for appropriate audiences.
	Substrand: genres		Substrand: genres
	Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses
	genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's		genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
128.22.c.12	language proficiency level, the student is expected to:	110.23.b.11	
128.22.c.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	110.23.b.11.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
	compose informational texts, including multi-paragraph essays that convey information about a topic, using a		compose informational texts, including multi-paragraph essays that convey information about a topic, using a
128.22.c.12.B	clear controlling idea or thesis statement and genre characteristics and craft;	110.23.b.11.B	clear controlling idea or thesis statement and genre characteristics and craft;
128.22.c.12.C	compose multi-paragraph argumentative texts using genre characteristics and craft; and	110.23.b.11.C	compose multi-paragraph argumentative texts using genre characteristics and craft; and
	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or		compose correspondence that reflects an opinion, registers a complaint, or requests information in a
128.22.c.12.D	friendly structure.	110.23.b.11.D	business or friendly structure.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student
	in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's		engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student
128.22.c.13	language proficiency level, the student is expected to:	110.23.b.12	is expected to:
128.22.c.13.A	generate student-selected and teacher-guided questions for formal and informal inquiry;	110.23.b.12.A	generate student-selected and teacher-guided questions for formal and informal inquiry;
128.22.c.13.B	develop and revise a plan;	110.23.b.12.B	develop and revise a plan;
128.22.c.13.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions;	110.23.b.12.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions;
128.22.c.13.D	identify and gather relevant information from a variety of sources;	110.23.b.12.D	identify and gather relevant information from a variety of sources;
128.22.c.13.E	differentiate between primary and secondary sources;	110.23.b.12.E	differentiate between primary and secondary sources;
128.22.c.13.F	synthesize information from a variety of sources;	110.23.b.12.F	synthesize information from a variety of sources;
128.22.c.13.G	differentiate between paraphrasing and plagiarism when using source materials;	110.23.b.12.G	differentiate between paraphrasing and plagiarism when using source materials;
128.22.c.13.H	examine sources for:	110.23.b.12.H	examine sources for:
128.22.c.13.H.i	reliability, credibility, and bias; and	110.23.b.12.Hi	reliability, credibility, and bias; and
128.22.c.13.H.ii	faulty reasoning such as hyperbole, emotional appeals, and stereotype;	110.23.b.12.Hii	faulty reasoning such as hyperbole, emotional appeals, and stereotype;
128.22.c.13.I	display academic citations and use source materials ethically; and	110.23.b.12.l	display academic citations and use source materials ethically; and
128.22.c.13.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.23.b.12.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	ELLA 8 Strand 1: Developing and sustaining foundational language skills	Chapter 110	ELAR 8 Strand 1: Developing and sustaining foundational language skills
	Substrand: oral language		Substrand: oral language
128.23.c.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level , the student is expected to:	110.24.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.23.c.1.A	listen actively to interpret a message by summarizing, asking questions, and making comments;	110.24.b.1.A	listen actively to interpret a message by summarizing, asking questions, and making comments;
128.23.c.1.B	follow, restate , and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	110.24.b.1.B	follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
128.23.c.1.C	give an organized presentation with a specific point of view;		
128.23.c.1.D	advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	110.24.b.1.C	advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
128.23.c.1.E	participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues; and	110.24.b.1.D	participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
100.00 - 4 5			
128.23.c.1.F	develop social communication and produce oral language in contextualized and purposeful ways. Substrand: beginning reading and writing		Substrand: beginning reading and writing
128.23.c.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:		
128.23.c.2.A	demonstrate and apply phonetic knowledge; and		
128.23.c.2.B	write complete words, thoughts, and answers legibly.		
	Substrand: vocabulary		Substrand: vocabulary
128.23.c.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level , the student is expected to:	110.24.b.2	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:
	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin,		use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of
128.23.c.3.A	and part of speech; use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous	110.24.b.2.A	speech;
128.23.c.3.B	words;	110.24.b.2.B	use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
128.23.c.3.C	determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject;	110.24.b.2.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
128.23.c.3.D	identify and use words that name actions, directions, positions, sequences, and locations;		
128.23.c.3.E	use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and		
128.23.c.3.F	investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.		
128.23.c.4	Substrand: fluency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to adjust fluency when reading grade-level text based on the reading purpose	110.24.b.3	Substrand: fluency Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
128.23.c.5	Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time. Strand 2: Comprehension skills		Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. Strand 2: Comprehension skills
128.23.c.6	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. Based on the student's language proficiency level , the student is expected to:	110.24.b.5	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:
128.23.c.6.A	establish purpose for reading assigned and self-selected texts;	110.24.b.5.A	establish purpose for reading assigned and self-selected texts;

12.12.2.6.6 information: 110.24.5.6 premata quarteria columb pickers, disuarchination of game, and gam for finance distributions of game for the state of control predictions using our finance, characteristics of game, and state and control control predictions. Using our finance, characteristics of game, and state and control control predictions. Using our finance, characteristics of game, and state and control control predictions. Using our finance, characteristics of game, and state and control control predictions. Using our finance, characteristics of game, and state and control control predictions. Using our finance, characteristics of game, and state and control				
make and correct or confirm predictors using test Setures, characteristics of pares, and thouses, characteristics of pares, and thouses, characteristics of pares, and thouses, characteristics of pares, and devolutives. make and correct or confirm predictors using test Setures, characteristics of pares, and devolutives. 222.25.25.6 make and correct or confirm predictors using test Setures, characteristics of pares, and devolutives. make and correct or confirm predictors using test Setures, characteristics of pares, and devolutives. 222.25.25.7 make information of pares approximation of pares approximation of pares. make information of pares approximation of pares. 222.25.27 make information of pares approximation of pares. make results. make information of pares. 222.25.27 make and control of confirm predictors using test first test of pares. make matching pares. make matching pares. 222.25.27 make and pares. make matching pares. make matching pares. make matching pares. 222.25.27 make and pares. make matching pares. make matching pares. make matching pares. 222.25.27 make and pares. make matching pares. make matching pares. make matching pares. 222.25.27 make matching pares. make matching pares. make matching pares. make matching pares.		generate questions about text before, during, and after reading to deepen understanding and gain		
11223.6.C instance: 11224.6.C instance instance instance 1223.6.C create metal images to deepen understanding. in224.6.C instance instance <td>128.23.c.6.B</td> <td></td> <td>110.24.b.5.B</td> <td>generate questions about text before, during, and after reading to deepen understanding and gain information;</td>	128.23.c.6.B		110.24.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
1222.6.0 create month mask controllents operation dependences (hear nother test, and costy), 1223.6.1 mask controllents operation dependences (hear nother test, and costy), 1223.6.2 mask controllents operation dependences (hear nother test, and costy), 1223.6.3 mask controllents operation dependences (hear nother test, and costy), 1223.6.4 mask controllents operation dependences (hear nother test), 1223.6.5 mask contres, controllents oper		make and correct or confirm predictions using text features, characteristics of genre, and		
1282.26.2 make connections to personal experimence, ideas in other tools, and society; 11242.85.6 make connections to personal experimence, ideas in other tools, and society; 1282.25.6.2 make connections to personal experimence, ideas in other tools, and society; 11242.85.6.5 make connections to personal experimence, ideas in other tools, and experimence, ideas in other tools, andivers, andivers, andivers, and and experimence, ideas in other to	128.23.c.6.C	structures;	110.24.b.5.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
1282.82.6.E make contractions to personite experience, lokes in other tests, and accety, and	128.23.c.6.D	create mental images to deepen understanding:	110.24.b.5.D	create mental images to deepen understanding:
122.25.6.F make intervois and use evidence is support understanding. 11.22.15.6.F make intervois and use evidence is support understanding. 122.25.6.F make intervois and use evidence is support understanding. 11.22.15.7.H evidence is and use evidence is use port understanding. 122.25.6.F make intervois and maxes understanding. 11.22.15.7.H evidence is and use evidence is use port understanding. 122.25.6.F make intervois and use evidence is support understanding. 11.22.15.7.H evidence is and use evidence is use evidence. 122.25.6.F make intervois and use evidence is use evidence. 11.22.15.7.H evidence is use evidence is use evidence is use evidence. 122.25.7.F evidence is use evidence. 11.22.15.6.H 122.25.7.F evidence is use evidence is use evidence is use use is use evidence is use evidence is use use is use evidence is use use use use use use use use use us	128.23.c.6.E		110.24.b.5.E	
1282.5.6.6 walauti detain read to determine key dea: 1122.45.6.7 wylebics information contain real understanding and				
1223.5.6 H synthesize information to create new indextability and 11223.6.7 optimize information to create new indextability and 1223.6.7 H spinferize information to create new indextability and multiple back, the spinferize information to create new indextability and indext spinferize information in corresting indext spinferize information in correst spinfering spinferize information in correst spinferize informati				
miniter comprehension and make adjustments such as re-reading, using background towelenge, 223.2.6.1 study equestions, and anobiaity when understanding breaks down. Strand & Antonnes Hill Response site: Islaming speaking, reading, withing, and hinking using multiple toots. The student especies that a marke adjustments auch as re-reading, using background towelenge, and adjustments auch as re-reading, using background towelenge. To 24.5.6.1 Strand & Antonnes Hill Response site: Islaming, speaking, reading, withing, and hinking using multiple toots. The student especies that at a strand a strandard strandard towelenge of the strandard strand				
12/22.6.6 asking questions, and annotating when understanding breaks down. 11/22.6.5.1 Stratd S. Reports skills: issues that issues that issues that issues that here is	120.23.0.0.П		110.24.D.J.H	
Strind & Response Nills Strind & Response Nills Response Nills Response Nills 128.23.6.7 Response Nills Response Nills 128.23.6.8 Response Nills Response Nills 128.23.6.8 Response Nills Res				
Response skills: listening, speaking, reading, writing, and thinking using multiple tests. The student recognizes provides in increasingly challenging variety of sources half are read, heard, or variety. Biological profiles in Version, including gend-selected tasks. Including company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints understanding of tests, holding company sources within and constraints usets in way test an infraintam meening and cogal order. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght explosites. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating, smalltaing. Interact with sources in meaninght ways such as notekating. Interact with sources in meaninght ways such as notekating. Interact with sources in the ways that in antipate interact with sources i	128.23.c.6.I		110.24.b.5.l	
student responds to an increasing' challenging variety of sources that are read. Heard, or the student's arguage proficiency year, the student'		Strand 3: Response skills		Strand 3: Response skills
Buden responds to an increasingly challenging variety of sources that if are reid, heard, or increasingly challenging variety of sources. Intered, heard, or within, and the sudner's language proficiency by each test student's analyzes intered, heard, or within, and the sudner's language proficiency by each test student's analyzes intered, heard, or within and and test student's analyzes intered, heard, or wealth wealth test student's analyzes intered, heard, or wealth's student's assessment test student's analyzes intered, heard, or wealth's student expected to analyzes intered, heard, or wealth's student's assessment in the student's analyzes intered, heard, or wealth's student expected to analyze interest within and an analyzes interest within and analyzes interes		Personse skille: listening, speaking, reading, writing, and thinking using multiple taxts. The		
128.23.2.7 Vexed. Based on the student's language profilency level, the student is expected to: 110.24.6.6 increasingly challenging variety of sources. Including expected exects. 128.23.2.7 describ personal connections to a variety of sources. Including expected tests: 110.24.6.6 describ personal connections. tax is it of sources. Including expected exects. 128.23.2.7 describ personal connections to a variety of sources. Including expected exects. 110.24.6.6 with responses that demonstrate understanding of texts, including comparing sources within and arc 128.23.2.7 Lea test endences to support an appropriate response. 110.24.6.6 with responses that demonstrate understanding of texts, including comparing sources within and arc 128.23.2.7 Feasord with avoid the expected of unity on withing withi				Response skille: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an
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12823.6.7.F respond using newly acquired vocabulary as appropriate; 12823.6.7.F respond using newly acquired vocabulary is appropriate; 12823.6.7.F respond orally or in writing with appropriate register, vocabulary, tone, and voice; 12823.6.7.F respond orally or in writing with appropriate register, vocabulary, tone, and voice; 12823.6.7.J defend or challenge the claims using relevant text evidence. 110.24.b.6.I 12823.6.7.J defend or challenge the claims using relevant text evidence. 110.24.b.6.J 12823.6.7.J defend or challenge the claims using relevant text evidence. Starnd 4. Multiple genres: Strand 4. Multiple genres: Substrand: literary elements 12823.6.8.A analyze how finang, speaking, reading, writing, and thinking using multiple textsliterary elements is tudent recognizes and analyze how finange through the interaction of characters and events; 12823.6.8.B analyze how characters' molivations and behaviors influence events and resolution of the conflict; 110.24.b.7.C 12823.6.8.D analyze how characters' molivations and behaviors influence events and resolution of the conflict; 110.24.b.7.C 12823.6.8.D analyze how characters' molivations and behaviors influence events and resolution of the conflict; 110.24.b.7.C 12823.6.8.D analyze how characters' molivations and behaviors influence events and r	100.00 7 5	o i o i		
128.23.c.7.G discuss and write about the explicit or implicit meanings of text; 110.24.b.6.G discuss and write about the explicit or implicit meanings of text; 128.23.c.7.H refect on and adjust responses as new evidence is presented; and 110.24.b.6.I refect on and adjust responses as new evidence is presented; and 128.23.c.7.H defend or challenge the admix supportate registery, vocabulary, tone, and voice; 110.24.b.6.I refect on and adjust responses as new evidence is presented; and 128.23.c.7.H defend or challenge the admix supportate registery, vocabulary, tone, and voice; 110.24.b.6.F respond registery classical; and diverse literary elements Stand 4: Multiple genres: Substrand: literary elements Substrand: literary elements Substrand: literary elements 128.23.c.8.I analyze how themes are developed through the interaction of characters and events; 110.24.b.7.I analyze how themes are developed through the interaction of characters and events; 128.23.c.8.I analyze how themes are developed through the interaction of characters and events; 110.24.b.7.I analyze how themes are developed through the interaction of characters and events; 128.23.c.8.D explain how the setting influence events and resolution of the conflict; 110.24.b.7.I analyze how characters molecularity and events; 128.23.c.8.D explain how the setting influence events and events;				
12823.6.7.H respond orally or in writing with appropriate register, vocabulary, tone, and voice; 12823.6.7.J reflect on and diguts reponses as new volcence is presented; and 12823.6.7.J defend or challenge the claims using relevant text evidence. 110.24.b.6.J reflect on and diguts reponses as new volcence is presented; and 12823.6.7.J defend or challenge the claims using relevant text evidence. 110.24.b.6.J reflect on and diguts reponses as new volcence is, reading, writing, and thinking using multiple texts-literary elements. The student recognizes and analyzes literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Substrant 4. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. 128.23.6.8.L analyze how characters' motivations and behaviors influence events and resolution of the conflict; 110.24.b.7.A analyze how characters' motivations and behaviors influence events and resolution of the conflict; 128.23.6.8.D explain how the setting influences the values and beliefs of characters. 110.24.b.7.D analyze how characters' motivations and behaviors influence events and resolution of the conflict; 128.23.6.8.D explain how the setting influences the values and beliefs of characters. 110.24.b.7.D analyze how characters' motivations and behaviors influence events and resolution of the conflict;				
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128.23.6.7.J defend or challenge the authors? claims using relevant text evidence. Strand 4: Multiple genres: Substrand; filterar elements. Substrand; events, The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary elements. 128.23.6.8.A analyze how heres are developed through the interaction of characters and events; 110.24.5.7 128.23.6.8.B analyze how characters' motivations and behaviors influences events and resolution of the conflict; 110.24.5.7 28.23.6.8.C polot structures and compare It to linear plot development; and 110.24.5.7.D analyze how thereas are developed through the interaction of characters and events; 128.23.6.8.D analyze how thereas are developed through the interaction of characters. 110.24.5.7.D analyze how thereas are developed through the interaction of the conflict; 128.23.6.8.D explain how the setting influences the values and beliefs of characters. 110.24.5.7.D analyze how thereas and beliefs of characters. 128.23.6.9.D polot structures and compare It to linear plot development; and using multiple texts-genres. The student recognizes and analyzes genre-specific characters. 128.23.6.9.D fedmons trate knowledge of literary genres such as realistic fiction, adventure stories, historical fictio	128.23.c.7.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;	110.24.b.6.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;
128.23.6.7.J defend or challenge the cultures: 110.24.6.6.J defend or challenge the authors: classical cultures: Strand 4: Multiple genres: Substrand: Iterary elements: Substrand: Iterary elements: Substrand: Iterary elements: Substrand: Iterary elements: Multiple genres: Substrand: Iterary elements: Multiple genres: Substrand: Iterary elements: Multiple genres: Substrand: Iterary elements: 128.23.6.8 Ianguage proficiency level, the student is expected to: 110.24.5.7 analyze how thereas are developed through the interaction of characters and events; 110.24.5.7 28.23.6.8.1 analyze how thereas are developed through the interaction of characters and events; 110.24.5.7 analyze how thereas are developed through the interaction of characters and events; 28.23.6.8.2 analyze how tharacters' motivations and behaviors influences events and resolution of the conflict; 110.24.5.7 analyze how thereas are developed through the interaction of the conflict; 128.23.6.8.1 analyze how the setting influences the values and beliefs of characters. 110.24.5.7 analyze how thereas and beliefs of characters. 128.23.6.9.2 point student is expected to: 110.24.5.7.D explain how the setting influences the values and beliefs of characters. 128.23.6.9.1 point student is expected to: 110.24	128.23.c.7.I	reflect on and adjust responses as new evidence is presented; and	110.24.b.6.l	reflect on and adjust responses as new evidence is presented; and
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elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's student recognizes and analyzes literary and excess increasingly contemporary, classical, and diverse literary elements within and across increasingly analyze how themes are developed through the interaction of characters and events; 110.24.b.7. A analyze how themes are developed through the interaction of characters and events; 110.24.b.7. B analyze how themes are developed through the interaction of characters and events; 110.24.b.7. B analyze how characters' motivations and behaviors influence events and resolution of the conflict; 110.24.b.7. B analyze how characters' motivations and behaviors influence events and resolution of the conflict; 110.24.b.7. C analyze how characters' motivations and behaviors influence events and resolution of the conflict; 110.24.b.7. C substrand; genres: 110.24.b.7. C substrand; genres 128.23.c.8. D plot structures and compare it to linear plot development; and 128.23.c.8. D analyze now interacting, writing, and thinking using multiple texts specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 110.24.b.8. B analyze the student's language proficiency level, the student is expected to: 110.24.b.8. C manifer the student's language proficiency level, the student is expected to: 110.24.b.8. A nanalyze the effect of graphical elements such as spunctuation and nanalyze how language terms such as realistic fiction, adventure stories, historical 110.24.b.8. A nanalyze the effect of graphical elements such as spunctuation and line length in poems across a nanalyze the effect of graphical elements such as spunctuation and nanalyze how language 128.23.c.9. E analyze chorelectron such as pointing tev				
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128.23.c.8 Ianguage proficiency level, the student is expected to: 110.24 b.7 contemporary, classical, and diverse literary texts. The student is expected to: 128.23.c.8.4 analyze how themes are developed through the interaction of characters and events; 110.24 b.7.A analyze how themes are developed through the interaction of characters and events; 128.23.c.8.6 analyze how characters' motivations and behaviors influence events and resolution of the conflict; analyze how characters' motivations and behaviors influence events and resolution of the conflict; 128.23.c.8.C piot structures and compare it to linear piot development; and analyze how characters' motivations and behaviors influence events and resolution of the conflict; 128.23.c.8.C pexplain how the setting influences the values and beliefs of characters. 110.24 b.7.C analyze how characters' motivations and beliefs of characters. 8.8.8 Substrand; genres: Substrand; genres Substrand; genres Substrand; genres 128.23.c.9.C demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories; 110.24 b.8 complex traditional, contemporary, classical, and diverse texts. The student is expected to: 128.23.c.9.B contributes to the meaning of a peem; analyze how theres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, a		с , , , , , , , , , , , , , , , , , , ,		
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128.23.c.9.D analyze how playwrights develop dramatic action through the use of acts and scenes; 110.24.b.8.C analyze how playwrights develop dramatic action through the use of acts and scenes; 128.23.c.9.E analyze characteristics and structural elements of informational text, including: 110.24.b.8.D analyze how playwrights develop dramatic action through the use of acts and scenes; 128.23.c.9.E.i the controlling idea or thesis with supporting evidence; 110.24.b.8.D.ii the controlling idea or thesis with supporting evidence; 128.23.c.9.E.ii features such as footnotes, endnotes, and citations; and 110.24.b.8.D.ii features such as footnotes, endnotes, and citations; and 128.23.c.9.E.ii multiple organizational patterns within a text to develop the thesis; 110.24.b.8.D.iii multiple organizational patterns within a text to develop the thesis; 128.23.c.9.F.ii analyze characteristics and structures of argumentative text by: 110.24.b.8.E.ii analyze characteristics and structures of argumentative text by: 128.23.c.9.F.ii identifying the claim and analyzing the argument; and 110.24.b.8.E.ii identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and	128 23 c 0 C		110 24 b 8 B	
128.23.c.9.E analyze characteristics and structural elements of informational text, including: 110.24.b.8.D analyze characteristics and structural elements of informational text, including: 128.23.c.9.E.i the controlling idea or thesis with supporting evidence; 110.24.b.8.D.i the controlling idea or thesis with supporting evidence; 128.23.c.9.E.ii features such as footnotes, endnotes, and citations; and 110.24.b.8.D.ii features such as footnotes, endnotes, and citations; and 128.23.c.9.E.iii multiple organizational patterns within a text to develop the thesis; 110.24.b.8.D.iii multiple organizational patterns within a text to develop the thesis; 128.23.c.9.F. ii multiple organizational patterns within a text to develop the thesis; 110.24.b.8.E analyze characteristics and structures of argumentative text by: 128.23.c.9.F. ii identifying the claim and analyzing the argument; 110.24.b.8.E.ii identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and				
128.23.c.9.E.i the controlling idea or thesis with supporting evidence; 110.24.b.8.D.i the controlling idea or thesis with supporting evidence; 128.23.c.9.E.ii features such as footnotes, endnotes, and citations; and 110.24.b.8.D.ii features such as footnotes, endnotes, and citations; and 128.23.c.9.E.iii multiple organizational patterns within a text to develop the thesis; 110.24.b.8.D.iii multiple organizational patterns within a text to develop the thesis; 128.23.c.9.F. ii analyze characteristics and structures of argumentative text by: 110.24.b.8.E.i analyze characteristics and structures of argumentity text by: 128.23.c.9.F. ii identifying the claim and analyzing the argument; 110.24.b.8.E.i identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and				
128.23.c.9.E.ii features such as footnotes, endnotes, and citations; and 110.24.b.8.D.ii features such as footnotes, endnotes, and citations; and 128.23.c.9.E.iii multiple organizational patterns within a text to develop the thesis; 110.24.b.8.D.iii multiple organizational patterns within a text to develop the thesis; 128.23.c.9.F.ii analyze characteristics and structures of argumentative text by: 110.24.b.8.E.ii analyze characteristics and structures of argumentative text by: 128.23.c.9.F.ii identifying the claim and analyzing the argument; 110.24.b.8.E.ii identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and				
128.23.c.9.F.iii multiple organizational patterns within a text to develop the thesis; 110.24.b.8.D.iii multiple organizational patterns within a text to develop the thesis; 128.23.c.9.F. analyze characteristics and structures of argumentative text by: 110.24.b.8.E. analyze characteristics and structures of argumentative text by: 128.23.c.9.F.ii identifying the claim and analyzing the argument; 110.24.b.8.E.ii identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and				
128.23.c.9.F analyze characteristics and structures of argumentative text by: 110.24.b.8.E analyze characteristics and structures of argumentative text by: 128.23.c.9.F.i identifying the claim and analyzing the argument; 110.24.b.8.E.i identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and				
128.23.c.9.F.i identifying the claim and analyzing the argument; 110.24.b.8.E.i identifying the claim and analyzing the argument; 128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and		multiple organizational patterns within a text to develop the thesis;		multiple organizational patterns within a text to develop the thesis;
128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and	128.23.c.9.F	analyze characteristics and structures of argumentative text by:	110.24.b.8.E	analyze characteristics and structures of argumentative text by:
128.23.c.9.F.ii identifying and explaining the counter argument; and 110.24.b.8.E.ii identifying and explaining the counter argument; and				
	128.23.c.9.F.iii	identifying the intended audience or reader; and	110.24.b.8.E.iii	identifying the intended audience or reader: and
		15		, ,
128.23.c.9.G analyze characteristics of multimodal and digital texts. 110.24.b.8.F analyze characteristics of multimodal and digital texts.	120.23.0.9.0		110.24.D.O.F	

	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
	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		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses
	communicate meaning within a variety of texts. The student analyzes and applies author's craft		critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety o
	purposefully in order to develop his or her own products and performances. Based on the		texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and
128.23.c.10	student's language proficiency level, the student is expected to:	110.24.b.9	performances. The student is expected to:
128.23.c.10.A	explain the author's purpose and message within a text;	110.24.b.9.A	explain the author's purpose and message within a text;
128.23.c.10.B	analyze how the use of text structure contributes to the author's purpose;	110.24.b.9.B	analyze how the use of text structure contributes to the author's purpose;
128.23.c.10.C	analyze the author's use of print and graphic features to achieve specific purposes;	110.24.b.9.C	analyze the author's use of print and graphic features to achieve specific purposes;
120.23.0.10.0	describe how the author's use of figurative language such as extended metaphor achieves	110.24.0.3.0	analyze the author's use of print and graphic readers to achieve specific purposes,
128.23.c.10.D	specific purposes:	110.24.b.9.D	describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
128.23.c.10.E	identify and analyze the use of literary devices, including multiple points of view and irony;	110.24.b.9.E	identify and analyze the use of literary devices, including multiple points of view and irony;
128.23.c.10.F	analyze how the author's use of language contributes to the mood, voice, and tone; and	110.24.b.9.F	analyze how the author's use of language contributes to the mood, voice, and tone; and
	explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical		explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as
128.23.c.10.G	fallacies such as bandwagon appeals and circular reasoning.	110.24.b.9.G	bandwagon appeals and circular reasoning.
	Strand 6: Composition		Strand 6: Composition
	Substrand: writing process		Substrand: writing process
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting		
	process. The student uses the writing process recursively to compose multiple texts that are		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student
	legible and uses appropriate conventions. Based on the student's language proficiency level,		uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
128.23.c.11	the student is expected to:	110.24.b.10	The student is expected to:
120.20.0.11	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience	110.21.0.10	
	using a range of strategies such as discussion, background reading, and personal interests;		plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of
128.23.c.11.A	using a range of strategies such as discussion, background reading, and personal interests,	110.24.b.10.A	strategies such as discussion, background reading, and personal interests;
128.23.c.11.B	develop drafts into a focused, structured, and coherent piece of writing by:	110.24.b.10.B	develop drafts into a focused, structured, and coherent piece of writing by:
	organizing with purposeful structure, including an introduction, transitions, coherence within and		organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraph
128.23.c.11.B.i	across paragraphs, and a conclusion; and	110.24.b.10.Bi	and a conclusion; and
	developing an engaging idea reflecting depth of thought with specific facts, details, and examples;		
128.23.c.11.B.ii		110.24.b.10.Bii	developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
128.23.c.11.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety;	110.24.b.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety;
128.23.c.11.D	edit drafts using standard English conventions, including:	110.24.b.10.D	edit drafts using standard English conventions, including:
	complete simple, compound, and complex sentences with subject-verb agreement and		
128.23.c.11.D.i	avoidance of splices, run-ons, and fragments;	110.24.b.10.D.i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
128.23.c.11.D.ii	consistent, appropriate use of verb tenses and active and passive voice;	110.24.b.10.D.ii	consistent, appropriate use of verb tenses and active and passive voice;
128.23.c.11.D.iii	conjunctive adverbs;	110.24.D.10.D.II	consistent, appropriate use of verb tenses and active and passive voice,
		110.24.b.10.D.iii	propositions and propositional physics and their influence on subject work agreement.
		110.24.b.10.D.III	prepositions and prepositional phrases and their influence on subject-verb agreement;
128.23.c.11.D.v	pronoun-antecedent agreement;	110.24.D.10.D.IV	pronoun-antecedent agreement;
128.23.c.11.D.vi			
128.23.c.11.D.vii		110.24.b.10.D.v	correct capitalization;
	punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and		
128.23.c.11.D.viii	parentheses; and	110.24.b.10.D.vi	punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
	correct spelling, including commonly confused terms such as its/it's, affect/effect,		correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/toc
128.23.c.11.D.ix	there/their/they're, and to/two/too; and	110.24.b.10.D.vii	and
128.23.c.11.E	publish written work for appropriate audiences.	110.24.b.10.E	publish written work for appropriate audiences.
	Substrand: genres		Substrand: genres
	Chapter and genres		
	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The		
	student uses genre characteristics and craft to compose multiple texts that are meaningful.		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses
100.02 - 10		110.04 6 11	
128.23.c.12	Based on the student's language proficiency level, the student is expected to:	110.24.b.11	genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics		
128.23.c.12.A	and craft;	110.24.b.11.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
	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;		compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear
128.23.c.12.B		110.24.b.11.B	controlling idea or thesis statement and genre characteristics and craft;
128.23.c.12.C	compose multi-paragraph argumentative texts using genre characteristics and craft; and	110.24.b.11.C	compose multi-paragraph argumentative texts using genre characteristics and craft; and
	compose correspondence that reflects an opinion, registers a complaint, or requests information		compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or
128.23.c.12.D	in a business or friendly structure.	110.24.b.11.D	friendly structure.
	Strand 7: Inquiry and research		Strand 7: Inquiry and research
			1
	Inquiry and research: listening speaking reading writing and thinking using multiple texts. The		
	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The		Inquiry and recoverable listening, encoding, writing, and thisking using multiple tauts. The student encourses
400.00 - 40	student engages in both short-term and sustained recursive inquiry processes for a variety of	110 04 h 10	
128.23.c.13	student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level , the student is expected to:	110.24.b.12	both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
128.23.c.13.A	student engages in both short-term and sustained recursive inquiry processes for a variety of	110.24.b.12 110.24.b.12.A 110.24.b.12.B	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages i both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: generate student-selected and teacher-guided questions for formal and informal inquiry; develop and revise a plan;

	refine the major research question, if necessary, guided by the answers to a secondary set of		
128.23.c.13.C	questions;	110.24.b.12.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions;
128.23.c.13.D	identify and gather relevant information from a variety of sources;	110.24.b.12.D	identify and gather relevant information from a variety of sources;
128.23.c.13.E	differentiate between primary and secondary sources;	110.24.b.12.E	differentiate between primary and secondary sources;
128.23.c.13.F	synthesize information from a variety of sources;	110.24.b.12.F	synthesize information from a variety of sources;
128.23.c.13.G	differentiate between paraphrasing and plagiarism when using source materials;	110.24.b.12.G	differentiate between paraphrasing and plagiarism when using source materials;
128.23.c.13.H	examine sources for:	110.24.b.12.H	examine sources for:
128.23.c.13.H.i	reliability, credibility, and bias, including omission; and	110.24.b.12.H.i	reliability, credibility, and bias, including omission; and
128.23.c.13.H.ii	faulty reasoning such as bandwagon appeals, repetition, and loaded language;	110.24.b.12.H.ii	faulty reasoning such as bandwagon appeals, repetition, and loaded language;
128.23.c.13.l	display academic citations and use source materials ethically; and	110.24.b.12.l	display academic citations and use source materials ethically; and
	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		
128.23.c.13.J		110.24.b.12.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	ESOL I	Chapter 110	English I
	Strand 1: Developing and sustaining foundational language skills Substrand: oral language		Strand 1: Developing and sustaining foundational language skills Substrand: oral language
	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral		
	language. The student develops oral language through listening, speaking, and discussion. Based on the		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral
128.34.c.1	student's language proficiency level, and with appropriately provided English language	110.36.c.1	language. The student develops oral language through listening, speaking, and discussion. The student
128.34.C.1	development scaffolding, the student is expected to: engage in meaningful and respectful discourse by listening actively, responding appropriately, and	110.36.C.1	is expected to: engage in meaningful and respectful discourse by listening actively, responding appropriately, and
128.34.c.1.A	adjusting communication to audiences and purposes;	110.36.c.1.A	adjusting communication to audiences and purposes;
128.34.c.1.B	share prior knowledge with peers and others to facilitate communication;		
	follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve		follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems
128.34.c.1.C	problems and complex processes;	110.36.c.1.B	and complex processes;
	give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect,		give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect,
	volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to		volume, enunciation, purposeful gestures, and conventions of language to communicate ideas
128.34.c.1.D	communicate ideas effectively;	110.36.c.1.C	effectively: and
	participate collaboratively, building on the ideas of others, contributing relevant information, developing a		participate collaboratively, building on the ideas of others, contributing relevant information, developing a
128.34.c.1.E	plan for consensus building, and setting ground rules for decision making;	110.36.c.1.D	plan for consensus building, and setting ground rules for decision making.
128.34.c.1.F	develop social communication and produce oral language in contextualized and purposeful ways; and		
128.34.c.1.G	conduct an interview, including social and informative.		
	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		Substrand: beginning reading and writing
	beginning reading and writing. The student develops word structure knowledge through phonological		
	awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the		
	student's language proficiency level, and with appropriately provided English language development		
128.34.c.2	scaffolding, the student is expected to:		
128.34.c.2.A	acquire, demonstrate, and apply phonetic knowledge; and		
128.34.c.2.B	write complete words, thoughts, and answers legibly.		Outpetroughters a shard see
	Substrand: vocabulary Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		Substrand: vocabulary
	vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's		
	language proficiency level, and with appropriately provided English language development		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-
128.34.c.3	scaffolding, the student is expected to:	110.36.c.2	-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
	use print or digital resources such as glossaries or technical dictionaries to clarify and validate		use print or digital resources such as glossaries or technical dictionaries to clarify and validate
128.34.c.3.A	understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; discuss and analyze context and use cognates to distinguish between the denotative and connotative	110.36.c.2.A	understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
128.34.c.3.B	meanings of words and phrases;	110.36.c.2.B	analyze context to distinguish between the denotative and connotative meanings of words; and
120.04.0.0.D	determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat,	110.00.0.2.D	determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat,
128.34.c.3.C	carte blanche, tête-à-tête, bon appétit, and quid pro quo;	110.36.c.2.C	carte blanche, tête-à-tête, bon appétit, and quid pro quo.
128.34.c.3.D	identify and use words that name actions, directions, positions, sequences, and locations;		
	identify, understand, and use multiple-meaning words, homographs, homophones, and commonly		
128.34.c.3.E	confused terms correctly; and		
128.34.c.3.F	investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.		
120.34.0.3.F	Substrand: fluency		Substrand: fluency
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		Gubarand, nuency
	fluency. The student reads grade-level text with fluency and comprehension. Based on the student's		
	language proficiency level, and with appropriately provided English language development scaffolding,		
	the student is expected to adjust fluency when reading grade-level and language proficiency-level text		
128.34.c.4	based on the reading purpose		
	Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		Substrand: self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-
	self-sustained reading. The student reads grade- and language proficiency-appropriate texts with		-self-sustained reading. The student reads grade-appropriate texts independently. The student is
	increasing independence. The student is expected to self-select text and read independently for a		expected to self-select text and read independently for a sustained period of time.
128.34.c.5	sustained period of time.	110.36.c.3	
	Strand 2: Comprehension skills		Strand 2: Comprehension skills
	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student
	student's language proficiency level, and with appropriately provided English language		uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
128.34.c.6	development scaffolding, the student is expected to:	110.36.c.4	
128.34.c.6.A	establish purpose for reading assigned and self-selected texts;	110.36.c.4.A	establish purpose for reading assigned and self-selected texts;
	answer and generate questions about text before, during, and after reading to acquire and deepen		generate questions about text before, during, and after reading to deepen understanding and gain
128.34.c.6.B	understanding and gain information;	110.36.c.4.B	information;
128.34.c.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.36.c.4.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;

128.34.c.6.D	create mental images to deepen understanding:	110.36.c.4.D	create mental images to deepen understanding:
128.34.c.6.E	make connections to personal experiences, ideas in other texts, and society;	110.36.c.4.E	make connections to personal experiences, ideas in other texts, and society;
128.34.c.6.F	make inferences and use evidence to support understanding;	110.36.c.4.F	make inferences and use evidence to support understanding;
	actively participate in discussions to identify, understand, and evaluate details read to determine		بق
128.34.c.6.G	key ideas;	110.36.c.4.G	evaluate details read to determine key ideas;
128.34.c.6.H	synthesize information from two texts to create new understanding; and	110.36.c.4.H	synthesize information from two texts to create new understanding; and
	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking		monitor comprehension and make adjustments such as re-reading, using background knowledge, asking
128.34.c.6.I	guestions, and annotating when understanding breaks down.	110.36.c.4.l	guestions, and annotating when understanding breaks down.
	Strand 3: Response skills		Strand 3: Response skills
	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student		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. Based on the		responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is
	student's language proficiency level, and with appropriately provided English language		expected to:
128.34.c.7	development scaffolding, the student is expected to:	110.36.c.5	
128.34.c.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.36.c.5.A	describe personal connections to a variety of sources, including self-selected texts;
	write responses that demonstrate understanding of texts, including comparing texts within and across		write responses that demonstrate understanding of texts, including comparing texts within and across
128.34.c.7.B	genres;	110.36.c.5.B	genres;
128.34.c.7.C	use text evidence and original commentary to support a comprehensive response;	110.36.c.5.C	use text evidence and original commentary to support a comprehensive response;
128.34.c.7.D	paraphrase and summarize texts in ways that maintain meaning and logical order;	110.36.c.5.D	paraphrase and summarize texts in ways that maintain meaning and logical order;
	interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or		interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.34.c.7.E	illustrating.	110.36.c.5.E	
128.34.c.7.F	respond using acquired content and academic vocabulary as appropriate;	110.36.c.5.F	respond using acquired content and academic vocabulary as appropriate;
128.34.c.7.G	discuss and write about the explicit or implicit meanings of text;	110.36.c.5.G	discuss and write about the explicit or implicit meanings of text;
128.34.c.7.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;	110.36.c.5.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;
128.34.c.7.I	reflect on and adjust responses when valid evidence warrants;	110.36.c.5.I	reflect on and adjust responses when valid evidence warrants; and
128.34.c.7.J	defend or challenge the authors' claims using relevant text evidence; and	110.36.c.5.J	defend or challenge the authors' claims using relevant text evidence.; and
100.04 71/	express opinions, ideas, and feelings ranging from communicating single words and short phrases to		
128.34.c.7.K	participating in extended discussions		
	Strand 4: Multiple genres		Strand 4: Multiple genres
	Substrand: literary elements Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements.		Substrand: literary elements
	The student recognizes and analyzes literary elements within and across increasingly complex traditional,		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex
	contemporary, classical, and diverse literary texts. Based on the student's language proficiency level ,		
	and with appropriately provided English language development scaffolding, the student is		traditional, contemporary, classical, and diverse literary texts. The student is expected to:
128.34.c.8	expected to:	110.36.c.6	
120.04.0.0	identify and analyze how themes are developed through characterization and plot in a variety of literary	110.30.0.0	analyze how themes are developed through characterization and plot in a variety of literary texts;
128.34.c.8.A	texts:	110.36.c.6.A	analyze now themes are developed through characterization and piot in a variety of inerally texts,
120.04.0.0.7	identify and analyze how authors develop complex yet believable characters in works of fiction through a	110.00.0.0.A	analyze how authors develop complex yet believable characters in works of fiction through a range of
128.34.c.8.B	range of literary devices, including character foils;	110.36.c.6.B	literary devices, including character foils;
12010 1101010	identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and	110.00.0.0.D	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot
128.34.c.8.C	parallel plot structures and compare it to linear plot development; and	110.36.c.6.C	structures and compare it to linear plot development; and
128.34.c.8.D	identify and analyze how the setting influences the theme.	110.36.c.6.D	analyze how the setting influences the theme.
	Substrand: genres		Substrand: genres
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student		
	recognizes and analyzes genre-specific characteristics, structures, and purposes within and across		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The
	increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and
	language proficiency level, and with appropriately provided English language development		across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
128.34.c.9	scaffolding, the student is expected to:	110.36.c.7	expected to:
128.34.c.9.A	read and respond to American, British, and world literature;	110.36.c.7.A	read and respond to American, British, and world literature;
	identify and analyze the structure, prosody, and graphic elements such as line length and word position		analyze the structure, prosody, and graphic elements such as line length and word position in poems
128.34.c.9.B	in poems across a variety of poetic forms;	110.36.c.7.B	across a variety of poetic forms;
	identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony,		analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
128.34.c.9.C	and satire;	110.36.c.7.C	
128.34.c.9.D	identify and analyze characteristics and structural elements of informational texts such as:	110.36.c.7.D	analyze characteristics and structural elements of informational texts such as:
128.34.c.9.D.i	controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;	110.36.c.7.D.i	clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
128.34.c.9.D.ii	chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and		
128.34.c.9.D.iii	multiple organizational patterns within a text to develop the thesis;	110.36.c.7.D.ii	multiple organizational patterns within a text to develop the thesis;
128.34.c.9.E	identify and analyze characteristics and structural elements of argumentative texts such as:	110.36.c.7.E	analyze characteristics and structural elements of argumentative texts such as:
128.34.c.9.E.i	clear arguable claim, appeals, and convincing conclusion;	110.36.c.7.E.i	clear arguable claim, appeals, and convincing conclusion;
128.34.c.9.E.ii	various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	110.36.c.7.E.ii	various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
128.34.c.9.E.iii	identifiable audience or reader; and	110.36.c.7.E.iii	identifiable audience or reader; and
128.34.c.9.F	identify and analyze characteristics of multimodal and digital texts.	110.36.c.7.F	analyze characteristics of multimodal and digital texts.

	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The		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		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		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. Based on the student's language proficiency		develop his or her own products and performances. The student is expected to:
	level, and with appropriately provided English language development scaffolding, the student is		
128.34.c.10	expected to:	110.36.c.8	
128.34.c.10.A	identify and analyze the author's purpose, audience, and message within a text;	110.36.c.8.A	analyze the author's purpose, audience, and message within a text;
128.34.c.10.B	identify and analyze use of text structure to achieve the author's purpose;	110.36.c.8.B	analyze use of text structure to achieve the author's purpose;
128.34.c.10.C	identify and evaluate the author's use of print and graphic features to achieve specific purposes;	110.36.c.8.C	evaluate the author's use of print and graphic features to achieve specific purposes;
128.34.c.10.D	identify and analyze how the author's use of language achieves specific purposes;	110.36.c.8.D	analyze how the author's use of language achieves specific purposes;
120.04.0.10.D	identify and analyze the use of literary devices such as irony and oxymoron to achieve specific	110.00.0.0.D	analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
128.34.c.10.E	purposes;	110.36.c.8.E	analyze the use of inerary devices such as nony and exympton to achieve specific purposes,
120.04.0.10.L	identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a	110.30.0.D.L	
100 04 0 10 5		110.26 - 9 5	analyze how the author's diction and syntax contribute to the mood value, and take of a taxt, and
128.34.c.10.F	text;	110.36.c.8.F	analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
	identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical		
128.34.c.10.G	questions; and		
	identify and explain the purpose of rhetorical devices such as understatement and overstatement and		explain the purpose of rhetorical devices such as understatement and overstatement and the effect of
128.34.c.10.H	the effect of logical fallacies such as straw man and red herring arguments.	110.36.c.8.G	logical fallacies such as straw man and red herring arguments.; and
	Strand 6: Composition		Strand 6: Composition
	Substrand: writing process		Substrand: writing process
			Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The		student uses the writing process recursively to compose multiple texts that are legible and use
	student uses the writing process recursively to compose multiple texts that are legible and use		appropriate conventions. The student is expected to:
	appropriate conventions. Based on the student's language proficiency level, and with appropriately		appropriate conventions. The student is expected to.
128.34.c.11		110.36.c.9	
128.34.0.11	provided English language development scaffolding, the student is expected to:	110.36.0.9	
	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a		plan a piece of writing appropriate for various purposes and audiences by generating ideas through a
128.34.c.11.A	range of strategies such as brainstorming, journaling, reading, or discussing;	110.36.c.9.A	range of strategies such as brainstorming, journaling, reading, or discussing;
	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended		develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended
128.34.c.11.B	situations by:	110.36.c.9.B	situations by:
128.34.c.11.B.i	using an organizing structure appropriate to purpose, audience, topic, and context; and	110.36.c.9.B.i	using an organizing structure appropriate to purpose, audience, topic, and context; and
			developing an engaging idea reflecting depth of thought with specific details, examples, and
128.34.c.11.B.ii	developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	110.36.c.9.B.ii	commentary;
	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness,		revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness,
	including use of parallel constructions and placement of phrases and dependent clauses;		including use of parallel constructions and placement of phrases and dependent clauses;
128.34.c.11.C	······································	110.36.c.9.C	
128.34.c.11.D	edit drafts using standard English conventions, including:	110.36.c.9.D	edit drafts using standard English conventions, including:
120.04.0.11.0	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and	110.00.0.0.D	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and
100 04 - 11 D :		110.36.c.9.D.i	fragments;
128.34.c.11.D.i	fragments;		
128.34.c.11.D.ii	consistent, appropriate use of verb tense and active and passive voice;	110.36.c.9.D.ii	consistent, appropriate use of verb tense and active and passive voice;
128.34.c.11.D.iv	pronoun-antecedent agreement;	110.36.c.9.D.iii	pronoun-antecedent agreement;
128.34.c.11.D.vii	correct capitalization;	110.36.c.9.D.iv	correct capitalization;
	punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as		punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as
128.34.c.11.D.viii	appropriate; and	110.36.c.9.D.v	appropriate; and
128.34.c.11.D.ix	correct spelling, including abbreviations;	110.36.c.9.D.vi	correct spelling; and
128.34.c.11.D.iii	subject-verb agreement;		
128.34.c.11.D.v	apostrophes to show possession;		
128.34.c.11.D.vi	accurate usage of homonyms;		
128.34.c.11.E	use sentence-combining techniques to create a variety of sentence structures and lengths;		
128.34.c.11.F	develop voice; and		
128.34.c.11.G	publish written work for appropriate audiences	110.36.c.9.E	publish written work for appropriate audiences.
120.04.0.11.0		110.00.0.9.E	
	Substrand: genres		Substrand: genres
	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student
	uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the		uses genre characteristics and craft to compose multiple texts that are meaningful. The student is
	student's language proficiency level, and with appropriately provided English language		expected to:
128.34.c.12	development scaffolding, the student is expected to:	110.36.c.10	
128.34.c.12.A	compose literary texts such as fiction and poetry using genre characteristics and craft;	110.36.c.10.A	compose literary texts such as fiction and poetry using genre characteristics and craft;
	compose informational texts such as explanatory essays, reports, and personal essays using genre		compose informational texts such as explanatory essays, reports, and personal essays using genre
120 24 o 12 P	characteristics and craft;	110.36.c.10.B	characteristics and craft;
1 1 2 0.34.C. 1 Z.D			
128.34.c.12.B 128.34 c 12 C			
128.34.c.12.B 128.34.c.12.C 128.34.c.12.D	compose argumentative texts using genre characteristics and craft; and cocompose correspondence in a professional or friendly structure.	110.36.c.10.C 110.36.c.10.D	compose argumentative texts using genre characteristics and craft; and compose correspondence in a professional or friendly structure.

	Strand 7: Inquiry and research Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student		Strand 7: Inquiry and research 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. Based		engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The
	on the student's language proficiency level, and with appropriately provided English language		student is expected to:
	development scaffolding, the student is expected to:	110.36.c.11	
128.34.c.13.A	develop questions for formal and informal inquiry;	110.36.c.11.A	develop questions for formal and informal inquiry;
128.34.c.13.B	critique the research process at each step to implement changes as needs occur and are identified;	110.36.c.11.B	critique the research process at each step to implement changes as needs occur and are identified;
128.34.c.13.C	develop and revise a plan;	110.36.c.11.C	develop and revise a plan;
128.34.c.13.D	modify the major research question as necessary to refocus the research plan;	110.36.c.11.D	modify the major research question as necessary to refocus the research plan;
128.34.c.13.E	locate relevant sources;	110.36.c.11.E	locate relevant sources;
128.34.c.13.F	synthesize information from a variety of sources;	110.36.c.11.F	synthesize information from a variety of sources;
128.34.c.13.G	examine sources for:	110.36.c.11.G	examine sources for:
128.34.c.13.G.i	credibility and bias, including omission; and	110.36.c.11.G.i	credibility and bias, including omission; and
128.34.c.13.G.ii	faulty reasoning such as ad hominem, loaded language, and slippery slope;	110.36.c.11.G.ii	faulty reasoning such as ad hominem, loaded language, and slippery slope;
	display academic citations, including for paraphrased and quoted text, and use source materials ethically		display academic citations, including for paraphrased and quoted text, and use source materials ethically
128.34.c.13.H	to avoid plagiarism;	110.36.c.11.H	to avoid plagiarism; and
128.34.c.13.I	incorporate digital technology when appropriate; and		
128.34.c.13.J	use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.	110.36.c.11.I	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	ESOL II	Chapter 110	English II
onapto: 120	Strand 1: Developing and sustaining foundational language skills	enapter rie	Strand 1: Developing and sustaining foundational language skills
	Substrand: oral language		Substrand: oral language
	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
	oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English		oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
128.35.c.1	language development scaffolding, the student is expected to:	110.37.c.1	
	engage in meaningful and respectful discourse by listening actively, responding appropriately, and		engage in meaningful and respectful discourse by listening actively, responding appropriately, and
128.35.c.1.A	adjusting communication to audiences and purposes;	110.37.c.1.A	adjusting communication to audiences and purposes;
128.35.c.1.B	share prior knowledge with peers and others to facilitate communication; follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or		follow and give complex oral instructions to perform specific tasks, answer questions, or solve
128.35.c.1.C	solve problems and complex processes:	110.37.c.1.B	problems and complex processes;
	give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence		
	from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume,		give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence
400.05 - 4 D	enunciation, purposeful gestures, and increasing mastery of conventions of language to	110.07 - 1.0	from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume,
128.35.c.1.D	communicate ideas effectively; participate collaboratively, building on the ideas of others, contributing relevant information,	110.37.c.1.C	enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and participate collaboratively, building on the ideas of others, contributing relevant information, developing
128.35.c.1.E	developing a plan for consensus building, and setting ground rules for decision making;	110.37.c.1.D	a plan for consensus building, and setting ground rules for decision making.
128.35.c.1.F	develop social communication and produce oral language in contextualized and purposeful ways; and		
128.35.c.1.G	listen and respond to critique from peers after an oral presentation.		Outpetread, he signified as a domitter.
	Substrand: beginning reading and writing Developing and sustaining foundational language skills: listening, speaking, reading, writing, and		Substrand: beginning reading and writing
	thinking-beginning reading and writing. The student develops word structure knowledge through		
	phonological awareness, print concepts, phonics, and morphology to communicate, decode, and		
128.35.c.2	spell. Based on the student's language proficiency level, and with appropriately provided English		
128.35.c.2 128.35.c.2.A	language development scaffolding, the student is expected to: demonstrate and apply phonetic knowledge; and		
128.35.c.2.B	write complete words, thoughts, and answers legibly.		
	Substrand: vocabulary		Substrand: vocabulary
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and		
	thinkingvocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is
128.35.c.3	development scaffolding, the student is expected to:	110.37.c.2	expected to:
	use print or digital resources such as glossaries or technical dictionaries to clarify and validate		use print or digital resources such as glossaries or technical dictionaries to clarify and validate
128.35.c.3.A	understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	110.37.c.2.A	understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
128.35.c.3.B	analyze context to distinguish among denotative, connotative, and figurative meanings of words;	110.37.c.2.B	analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
120.00.0.0.D	determine the meaning of foreign words or phrases used frequently in English such as pas de deux,	110.01.0.2.0	determine the meaning of foreign words or phrases used frequently in English such as pas de deux,
128.35.c.3.C	status quo, déjà vu, avant-garde, and coup d'état;	110.37.c.2.C	status quo, déjà vu, avant-garde, and coup d'état.
128.35.c.3.D	identify and use words that name actions, directions, positions, sequences, and locations;		
128.35.c.3.E	use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and		
120.00.0.0.L	investigate expressions such as idioms and word relationships such as antonyms, synonyms, and		
128.35.c.3.F	analogies.		
	Substrand: fluency		Substrand: fluency
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. Based on the		
	student's language proficiency level, and with appropriately provided English language development		
	scaffolding, the student is expected to adjust fluency when reading grade-level and language		
128.35.c.4	proficiency-level text based on the reading purpose.		
	Substrand: self-sustained reading	1	Substrand: self-sustained reading
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and
	thinkingself-sustained reading. The student reads grade-appropriate texts independently. The		thinkingself-sustained reading. The student reads grade-appropriate texts independently. The
128.35.c.5	student is expected to self-select text and read independently for a sustained period of time.	110.37.c.3	student is expected to self-select text and read independently for a sustained period of time.
	Strand 2: Comprehension skills	1	Strand 2: Comprehension skills
	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		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The
	texts. Based on the student's language proficiency level, and with appropriately provided		student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
128.35.c.6	English language development scaffolding, the student is expected to:	110.37.c.4	texts. The student is expected to:
128.35.c.6.A	establish purpose for reading assigned and self-selected texts;	110.37.c.4.A	establish purpose for reading assigned and self-selected texts;

	consists quanties about tout before during and offer reading to appuing and deapen understanding	1	approte supprises about tout before during and ofter reading to despen understanding and goin
128.35.c.6.B	generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;	110.37.c.4.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
120.33.0.0.D		110.37.C.4.D	
128.35.c.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.37.c.4.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.35.c.6.D	create mental images to deepen understanding;	110.37.c.4.D	create mental images to deepen understanding;
128.35.c.6.E	make connections to personal experiences, ideas in other texts, and society;	110.37.c.4.E	make connections to personal experiences, ideas in other texts, and society;
128.35.c.6.F	make inferences and use evidence to support understanding;	110.37.c.4.F	make inferences and use evidence to support understanding;
128.35.c.6.G	evaluate details read to determine key ideas;	110.37.c.4.G	evaluate details read to determine key ideas;
128.35.c.6.H	synthesize information from multiple texts to create new understanding; and	110.37.c.4.H	synthesize information from multiple texts to create new understanding; and
	monitor comprehension and make adjustments such as re-reading, using background knowledge,		monitor comprehension and make adjustments such as re-reading, using background knowledge,
128.35.c.6.l	asking questions, and annotating when understanding breaks down.	110.37.c.4.I	asking questions, and annotating when understanding breaks down.
	Strand 3: Response skills		Strand 3: Response skills
	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. Based on		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student
	the student's language proficiency level, and with appropriately provided English language		responds to an increasingly challenging variety of sources that are read, heard, or viewed. The
128.35.c.7	development scaffolding, the student is expected to:	110.37.c.5	student is expected to:
128.35.c.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.37.c.5.A	describe personal connections to a variety of sources, including self-selected texts;
	write responses that demonstrate understanding of texts, including comparing texts within and across		write responses that demonstrate understanding of texts, including comparing texts within and across
128.35.c.7.B	genres;	110.37.c.5.B	genres;
128.35.c.7.C	use text evidence and original commentary to support an interpretive response;	110.37.c.5.C	use text evidence and original commentary to support an interpretive response;
128.35.c.7.D	paraphrase and summarize texts in ways that maintain meaning and logical order;	110.37.c.5.D	paraphrase and summarize texts in ways that maintain meaning and logical order;
128.35.c.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.37.c.5.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.35.c.7.F	respond using acquired content and academic vocabulary as appropriate;	110.37.c.5.F	respond using acquired content and academic vocabulary as appropriate;
128.35.c.7.G	discuss and write about the explicit or implicit meanings of text;	110.37.c.5.G	discuss and write about the explicit or implicit meanings of text;
128.35.c.7.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;	110.37.c.5.H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;
128.35.c.7.l	reflect on and adjust responses when valid evidence warrants;	110.37.c.5.l	reflect on and adjust responses when valid evidence warrants; and
128.35.c.7.J	defend or challenge the authors' claims using relevant text evidence; and	110.37.c.5.J	defend or challenge the authors' claims using relevant text evidence.; and
	express opinions, ideas, and feelings ranging from communicating in single words and short phrases		
128.35.c.7.K	to participating in extended discussions.		
	Strand 4: Multiple genres		Strand 4: Multiple genres
	Substrand: literary elements		Substrand: literary elements
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary		
	elements. The student recognizes and analyzes literary elements within and across increasingly		
	complex traditional, contemporary, classical, and diverse literary texts. Based on the student's		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary
	language proficiency level, and with appropriately provided English language development		elements. The student recognizes and analyzes literary elements within and across increasingly
128.35.c.8	scaffolding, the student is expected to:	110.37.c.6	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
	analyze how themes are developed through characterization and plot, including comparing similar		analyze how themes are developed through characterization and plot, including comparing similar
128.35.c.8.A	themes in a variety of literary texts representing different cultures;	110.37.c.6.A	themes in a variety of literary texts representing different cultures;
	analyze how authors develop complex yet believable characters, including archetypes, through		analyze how authors develop complex yet believable characters, including archetypes, through
128.35.c.8.B	historical and cultural settings and events;	110.37.c.6.B	historical and cultural settings and events;
128.35.c.8.C	analyze isolated scenes and their contribution to the success of the plot as a whole; and	110.37.c.6.C	analyze isolated scenes and their contribution to the success of the plot as a whole; and
128.35.c.8.D	analyze how historical and cultural settings influence characterization, plot, and theme across texts.	110.37.c.6.D	analyze how historical and cultural settings influence characterization, plot, and theme across texts.
	Substrand: genres		Substrand: genres
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The		
	student recognizes and analyzes genre-specific characteristics, structures, and purposes within and		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The
	across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and
400.05 - 0	student's language proficiency level, and with appropriately provided English language	440.07 . 7	across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
128.35.c.9	development scaffolding, the student is expected to:	110.37.c.7	expected to:
128.35.c.9.A	read and analyze world literature across literary periods;	110.37.c.7.A	read and analyze world literature across literary periods;
100.05 - 0.5	analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye;	440.07 . 7.0	analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye;
128.35.c.9.B	and other conventions in poems across a variety of poetic forms;	110.37.c.7.B	and other conventions in poems across a variety of poetic forms;
100.05 - 0.0		440.07 - 7.0	
128.35.c.9.C	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	110.37.c.7.C	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
128.35.c.9.D	analyze characteristics and structural elements of informational texts such as:	110.37.c.7.D	analyze characteristics and structural elements of informational texts such as:
128.35.c.9.D.i	clear thesis, relevant supporting evidence, pertinent examples, and conclusion;	110.37.c.7.D.i	clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
100.05 - 0.5 "	chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate,		
128.35.c.9.D.ii	explain, or use information and gain understanding of text;		
100.05 0.5	organizational patterns such as description, temporal sequence, cause and effect, compare and		
128.35.c.9.D.iii	contrast, and problem and solution; and	440.07 55 "	
128.35.c.9.D.iv	the relationship between organizational design and thesis;	110.37.c.7.D.ii	the relationship between organizational design and thesis;
128.35.c.9.E	analyze characteristics and structural elements of argumentative texts such as:	110.37.c.7.E	analyze characteristics and structural elements of argumentative texts such as:
	analyze characteristics and structural elements of argumentative texts such as: controlling idea and clear arguable claim, appeals, and convincing conclusion;	110.37.c.7.E 110.37.c.7.E.i	clear arguable claim, appeals, and convincing conclusion;
128.35.c.9.E	analyze characteristics and structural elements of argumentative texts such as:		

128.35.c.9.E.iii	identifiable audience or reader; and	110.37.c.7.E.iii	identifiable audience or reader; and
128.35.c.9.F	analyze characteristics of multimodal and digital texts.	110.37.c.7.F	analyze characteristics of multimodal and digital texts.
	Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft
	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		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The
	to develop his or her own products and performances. Based on the student's language		student uses critical inquiry to analyze the authors' choices and how they influence and communicate
	proficiency level, and with appropriately provided English language development scaffolding,		meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order
128.35.c.10	the student is expected to:	110.37.c.8	to develop his or her own products and performances. The student is expected to:
128.35.c.10.A	analyze the author's purpose, audience, and message within a text;	110.37.c.8.A	analyze the author's purpose, audience, and message within a text;
128.35.c.10.B	analyze use of text structure to achieve the author's purpose;	110.37.c.8.B	analyze use of text structure to achieve the author's purpose;
128.35.c.10.C	evaluate the author's use of print and graphic features to achieve specific purposes;	110.37.c.8.C	evaluate the author's use of print and graphic features to achieve specific purposes;
128.35.c.10.D	analyze how the author's use of language informs and shapes the perception of readers;	110.37.c.8.D	analyze how the author's use of language informs and shapes the perception of readers;
128.35.c.10.E	analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	110.37.c.8.E	analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
128.35.c.10.F	analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	110.37.c.8.F	analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
	analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the		analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the
128.35.c.10.G	effects of logical fallacies.	110.37.c.8.G	effects of logical fallacies.
	Strand 6: Composition		Strand 6: Composition
	Substrand: writing process		Substrand: writing process
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.		
	The student uses the writing process recursively to compose multiple texts that are legible and use		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.
	appropriate conventions. Based on the student's language proficiency level, and with		The student uses the writing process recursively to compose multiple texts that are legible and use
128.35.c.11	appropriately provided English language development scaffolding, the student is expected to:	110.37.c.9	appropriate conventions. The student is expected to:
	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a		plan a piece of writing appropriate for various purposes and audiences by generating ideas through a
128.35.c.11.A	range of strategies such as brainstorming, journaling, reading, or discussing;	110.37.c.9.A	range of strategies such as brainstorming, journaling, reading, or discussing;
	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended		develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended
128.35.c.11.B	situations by:	110.37.c.9.B	situations by:
128.35.c.11.B.i	using an organizing structure appropriate to purpose, audience, topic, and context; and	110.37.c.9.B.i	using an organizing structure appropriate to purpose, audience, topic, and context; and
	developing an engaging idea reflecting depth of thought with specific details, examples, and		developing an engaging idea reflecting depth of thought with specific details, examples, and
128.35.c.11.B.ii	commentary;	110.37.c.9.B.ii	commentary;
	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness,		revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness,
128.35.c.11.C	including use of parallel constructions and placement of phrases and dependent clauses;	110.37.c.9.C	including use of parallel constructions and placement of phrases and dependent clauses;
128.35.c.11.D	edit drafts using standard English conventions, including:	110.37.c.9.D	edit drafts using standard English conventions, including:
	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and		a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and
128.35.c.11.D.i	fragments;	110.37.c.9.D.i	fragments;
128.35.c.11.D.ii	consistent, appropriate use of verb tense and active and passive voice;	110.37.c.9.D.ii	consistent, appropriate use of verb tense and active and passive voice;
128.35.c.11.D.iii	subject-verb agreement;		
128.35.c.11.D.iv	pronoun-antecedent agreement;	110.37.c.9.D.iii	pronoun-antecedent agreement;
128.35.c.11.D.v	apostrophes to show possession;		
128.35.c.11.D.vi	accurate usage of homonyms;		
128.35.c.11.D.vii	correct capitalization;	110.37.c.9.D.iv	correct capitalization;
	punctuation, including commas, semicolons, colons, dashes, and parentheses, to set off phrases and		punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and
128.35.c.11.D.viii	clauses as appropriate; and	110.37.c.9.D.v	clauses as appropriate; and
128.35.c.11.D.ix	correct spelling, including abbreviations;	110.37.c.9.D.vi	correct spelling; and
	use sentence-combining techniques to create an increasingly complex variety of sentence structures		
128.35.c.11.E	and lengths;		
128.35.c.11.F	develop voice; and		
128.35.c.11.G	publish written work for appropriate audiences.	110.37.c.9.E	publish written work for appropriate audiences.
	Substrand: genres		Substrand: genres
	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The		
	student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The
	the student's language proficiency level, and with appropriately provided English language		student uses genre characteristics and craft to compose multiple texts that are meaningful. The
128.35.c.12	development scaffolding, the student is expected to:	110.37.c.10	student is expected to:
128.35.c.12.A	compose literary texts such as fiction and poetry using genre characteristics and craft;	110.37.c.10.A	compose literary texts such as fiction and poetry using genre characteristics and craft;
	compose informational texts such as explanatory essays, reports, and personal essays using genre		compose informational texts such as explanatory essays, reports, and personal essays using genre
128.35.c.12.B	characteristics and craft;	110.37.c.10.B	characteristics and craft;
128.35.c.12.C	compose argumentative texts using genre characteristics and craft; and	110.37.c.10.C	compose argumentative texts using genre characteristics and craft; and
128.35.c.12.D	compose correspondence in a professional or friendly structure.	110.37.c.10.D	compose correspondence in a professional or friendly structure.
			Strand 7: Inquiry and research
	Strand 7: Inquiry and research		
	Strand 7: Inquiry and research Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The		
	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The		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

128.35.c.13.A	develop questions for formal and informal inquiry;	110.37.c.11.A	develop questions for formal and informal inquiry;
128.35.c.13.B	critique the research process at each step to implement changes as needs occur and are identified;	110.37.c.11.B	critique the research process at each step to implement changes as needs occur and are identified;
128.35.c.13.C	develop and revise a plan;	110.37.c.11.C	develop and revise a plan;
128.35.c.13.D	modify the major research question as necessary to refocus the research plan;	110.37.c.11.D	modify the major research question as necessary to refocus the research plan;
128.35.c.13.E	locate relevant sources;	110.37.c.11.E	locate relevant sources;
128.35.c.13.F	synthesize information from a variety of sources;	110.37.c.11.F	synthesize information from a variety of sources;
128.35.c.13.G	examine sources for:	110.37.c.11.G	examine sources for:
128.35.c.13.G.i	credibility and bias, including omission; and	110.37.c.11.G.i	credibility and bias, including omission; and
128.35.c.13.G.ii	faulty reasoning such as incorrect premise, hasty generalizations, and either-or;	110.37.c.11.G.ii	faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
	display academic citations, including for paraphrased and quoted text, and use source materials		display academic citations, including for paraphrased and quoted text, and use source materials
128.35.c.13.H	ethically to avoid plagiarism;	110.37.c.11.H	ethically to avoid plagiarism; and
128.35.c.13.l	incorporate digital technology when appropriate; and		
128.35.c.13.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.37.c.11.l	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	ELDA
	Strand 1: Developing and sustaining foundational language skillsoral language
128.36.c.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
128.36.c.1.A	distinguish and produce sounds and intonation patterns of English;
128.36.c.1.B	recognize print directionality of the English language such as reading left to right or top to bottom;
128.36.c.1.C	develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English;
128.36.c.1.D	process and use basic academic English language interdisciplinary vocabulary;
128.36.c.1.E	understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics;
128.36.c.1.F	identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time;
	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound letter relationships and
128.36.c.1.G	identifying cognates, affixes, roots, and base words;
128.36.c.1.H	identify and use words that name actions, directions, positions, sequences, and locations; develop basic sight vocabulary, derive meaning from environmental print, and comprehend
128.36.c.1.I	English vocabulary and language structures used routinely; use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries,
128.36.c.1.J	thesauri, and available technology to determine meanings and usage;
128.36.c.1.K	listen actively and ask relevant questions to clarify understanding; and
120.00.0.1.1	share prior knowledge with peers and others to facilitate communication and foster respect for
128.36.c.1.L	others
128.36.c.2	Strand 2: Comprehension skills Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
128.36.c.2.A	summarize texts and retell in English or the native language (L1) as needed;
128.36.c.2.B	self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre- taught topic-related vocabulary to enhance comprehension of input from various sources
	demonstrate comprehension of English by participating in shared reading, responding to
128.36.c.2.C	questions, and taking notes that are commensurate with language acquisition;
128.36.c.2.D	make connections to personal experiences, ideas in other texts, and the larger community;
128.36.c.2.E	listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language; and
128.36.c.2.F	make inferences and use evidence to support understanding.
0.00.0.0.2.1	Strand 3: Response skills
	Response skills: listening, speaking, reading, writing, and thinking using multiple texts.
	Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language
128.36.c.3	development scaffolding, the student is expected to:
128.36.c.3.A	formulate and provide effective verbal and non-verbal feedback;

	speak using a variety of increasingly complex grammatical structures, sentence lengths,
	sentence types, and connecting words with increasing accuracy and ease as more English is
128.36.c.3.B	acquired;
128.36.c.3.C	ask for and give information such as directions, address, name, age, and nationality;
128.36.c.3.D	express ideas and feelings such as gratitude, needs, opinion, and greetings;
	communicate non-verbally to effectively and appropriately engage in formal and social
128.36.c.3.E	interactions;
	express opinions, ideas, and feelings ranging from communicating single words and short
128.36.c.3.F	phrases to participating in short discussions;
	respond orally to information presented in a wide variety of print, electronic, audio, and visual
128.36.c.3.G	media to reinforce concept and language attainment; and
	organize information in a variety of ways such as graphics, conceptual maps, and learning
128.36.c.3.H	logs.
	Strand 4: Multiple genres
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts.
	Students recognize and analyze genre-specific characteristics, structures, and purposes
	within and across increasingly complex traditional, contemporary, classical, and diverse
	multicultural texts. Based on the student's language proficiency level, and with appropriately
100.00 - 1	provided English language development scaffolding, the student is expected to:
128.36.c.4	compare characteristics of cultures represented in various linguistic and non-linguistic
128.36.c.4.A	sources;
120.30.0.4.A	read and listen to adapted or linguistically accommodated modified classical, traditional,
	contemporary, and multicultural works in English or native language (L1) in alignment with
100 26 o 4 D	grade-level student expectations;
128.36.c.4.B	
	use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index,
100.00 - 1.0	glossary, table of contents, and graphics to locate, explain, or use information; and
128.36.c.4.C	compare and contrast how events are presented and information is communicated by visual
128.36.c.4.D	
120.30.C.4.D	images such as graphic art, illustrations, or photographs versus non-visual text.
	Strand 5: Author's purpose and craft
	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple
	texts. Students use critical inquiry to analyze the purpose of authors' choices and how they
	influence and communicate meaning within a text. Students will analyze and apply author's
	craft purposefully in order to develop their own products and performances. Based on the
400.00 5	student's proficiency level, and with appropriately provided English language development
128.36.c.5	scaffolding, the student is expected to:
128.36.c.5.A	determine and interpret an author's or speaker's intended message;
128.36.c.5.B	determine the target audience; and
128.36.c.5.C	determine the purpose of the message.
	Strand 6: Composition
	Composition: listening, speaking, reading writing, and thinking using multiple texts. Students
	use the modes of writing/discourse and the writing process recursively to compose multiple
	texts that are meaningful and legible and use appropriate conventions. Based on the student's
	proficiency level, and with appropriately provided English language development scaffolding,
128.36.c.6	the student is expected to:
	produce legible work that demonstrates increasing accuracy in the use of the English
	alphabet, spelling, and the correct use of the conventions of punctuation and capitalization;
128.36.c.6.A	
	spell familiar words with increasing accuracy and employ English spelling patterns and rules
128.36.c.6.B	with increasing accuracy as more English is acquired;
	demonstrate increasing control over grammatical elements such as subject-verb agreement,
128.36.c.6.C	pronoun agreement, and verb forms;
400.00 - C D	upper provinting attrategies to generate ideas, develop voice, and plant
128.36.c.6.D 128.36.c.6.E	use prewriting strategies to generate ideas, develop voice, and plan;

	has the same 7 strands found in every reading language arts course in Chapter's 110 and 128.
	*There is no ELDA equivalent course in Chapter 110. However, please note that ELDA
128.36.c.7.D	compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and the internet.
128.36.c.7.C	discover, organize, and support in writing what is known and what needs to be learned about a topic; and
128.36.c.7.A 128.36.c.7.B	locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet; compile information using available technology;
128.36.c.7	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
	Strand 7: Inquiry and research
128.36.c.6.N	use cohesive devices with increasing accuracy.
128.36.c.6.L 128.36.c.6.M	use study tools, including writing, labeling, and sketching, to clarify and remember information; evaluate writing for both mechanics and content; and
128.36.c.6.K	create, revise, edit, and publish using various technology applications;
128.36.c.6.J	convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms;
128.36.c.6.I	organize and convert information into different forms such as charts, graphs, and drawings;
128.36.c.6.H	compile written ideas to form complete sentences and paragraphs;
128.36.c.6.G	arrange phrases, clauses, and sentences into correct and meaningful patterns;
128.36.c.6.F	apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue;