

**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		Strand 1: Developing and sustaining foundational language skills	
Substrand: oral language		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;
		110.2.b.2.A.vii	blending spoken onsets and rimes to form simple words;
128.2.b.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, CVCV, 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:
		110.2.b.2.C.i	spelling words with VC, CVC, and CCVC;
128.2.b.2.C.ii	spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;		
128.2.b.2.C.i	spelling common letter and sound correlations ; and	110.2.b.2.C.ii	spelling words using sound-spelling patterns ; and
		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 directionality.	110.2.b.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
Substrand: vocabulary		Substrand: vocabulary	
128.2.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.2.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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, shapes, and textures; and locations.	110.2.b.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, 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 thinking--self-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 thinking--self-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.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.	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.
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 responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	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:
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		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.2.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.2.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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.
Substrand: genres		Substrand: genres	
128.2.b.8	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:	110.2.b.8	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:
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	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 main characters in drama;	110.2.b.8.C	discuss main characters in drama;

128.2.b.8.D	recognize characteristics and structures of informational text, including:(i) the central idea and supporting evidence with adult assistance;	110.2.b.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;
Strand 5: Author's purpose and craft		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 purposes;	110.2.b.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific 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		Strand 6: Composition	
Substrand: writing process		Substrand: writing process	
128.2.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:	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;
		110.2.b.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 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 texts--genres. 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
128.2.b.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.2.b.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	Spanish Grade 1	Chapter 110	English Grade 1
Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills	
Substrand: oral language		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 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:
128.3.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;
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.iii	distinguishing between long and short vowel sounds in one-syllable words;
128.3.b.2.A.iv	segmenting spoken words into individual syllables;	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.v	blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;	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.vi	segmenting spoken words into syllables, including words with sílabas trabadas; and	110.3.b.2.A.vi	manipulating phonemes within base words; and
128.3.b.2.A.vii	manipulating syllables within words;	110.3.b.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including 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:
128.3.b.2.B.i	identifying and matching sounds to individual letters;	110.3.b.2.B.i	decoding words in isolation and in context by applying common letter sound correspondences;
128.3.b.2.B.ii	decoding words with sílabas 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.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs;
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.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.iv	decoding words with diphthongs such as /ai/ /au/, and /ei/;	110.3.b.2.B.iv	using knowledge of base words to decode common compound words and contractions;
128.3.b.2.B.v	decoding contractions such as al and del;	110.3.b.2.B.v	decoding words with inflectional endings, including -ed, -s, and -es; and
128.3.b.2.B.vi	decoding three- to four-syllable words;	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.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;		

128.3.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;
128.3.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;
128.3.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
128.3.b.2.C.iii	spelling words with silent h; consonant digraphs such as/ch/,/rr/, and//l/; and silabas trabadas;		
		110.3.b.2.C.iv	spelling high-frequency words from a research-based list;
128.3.b.2.C.iv	spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;		
128.3.b.2.C.v	spelling contractions such as al and del;		
128.3.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 ri-o; and		
128.3.b.2.C.vii	spelling words with common prefixes and suffixes;		
128.3.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;
128.3.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
128.3.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	
128.3.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.3.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.3.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;
128.3.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;
128.3.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
128.3.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.
Substrand: fluency		Substrand: fluency	
128.3.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.	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	
128.3.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 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 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	
128.3.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:
128.3.b.6.A	establish purpose for reading assigned and self-selected texts with adult assistance;	110.3.b.6.A	establish purpose for reading assigned and self-selected texts with adult assistance;
128.3.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	110.3.b.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
128.3.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	110.3.b.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
128.3.b.6.D	create mental images to deepen understanding with adult assistance;	110.3.b.6.D	create mental images to deepen understanding with adult assistance;
128.3.b.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	110.3.b.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;
128.3.b.6.F	make inferences and use evidence to support understanding with adult assistance;	110.3.b.6.F	make inferences and use evidence to support understanding with adult assistance;
128.3.b.6.G	evaluate details to determine what is most important with adult assistance;	110.3.b.6.G	evaluate details to determine what is most important with adult assistance;
128.3.b.6.H	synthesize information to create new understanding with adult assistance; and	110.3.b.6.H	synthesize information to create new understanding with adult assistance; and
128.3.b.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	110.3.b.6.I	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		Strand 3: Response skills	

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	
Substrand: literary elements		Substrand: literary elements	
128.3.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.3.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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 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:	110.3.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:
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	
Substrand: writing process		Substrand: writing process	
128.3.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:	110.3.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:
128.3.b.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming;	110.3.b.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming;
128.3.b.11.B	develop drafts in oral, pictorial, or written form by:	110.3.b.11.B	develop drafts in oral, pictorial, or written form by:
128.3.b.11.B.i	organizing with structure; and	110.3.b.11.B.i	organizing with structure; and
128.3.b.11.B.ii	developing an idea with specific and relevant details;	110.3.b.11.B.ii	developing an idea with specific and relevant details;

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 texts--genres. 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.

Chapter 128	Spanish Grade 2	Chapter 110	English Grade 2
Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills	
Substrand: oral language		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 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:	110.4.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:
		110.4.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:
128.4.b.2.A.i	decoding multisyllabic words;	110.4.b.2.B.i	decoding words with short, long, or variant vowels, trigraphs, and blends;
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.ii	decoding words with silent letters such as knife and gnat;
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.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.iv	decoding words with diphthongs and hiatus;	110.4.b.2.B.iv	decoding compound words, contractions, and common abbreviations;
128.4.b.2.A.v	decoding common abbreviations; and	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.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
128.4.b.2.B	demonstrate and apply spelling knowledge by:	110.4.b.2.B.vii	identifying and reading high-frequency words from a research-based list;
		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.
Substrand: vocabulary		Substrand: vocabulary	
128.4.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.4.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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.		
Substrand: fluency		Substrand: fluency	
128.4.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.	110.4.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	
128.4.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 student is expected to self-select text and read independently for a sustained period of time.	110.4.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 student is expected to self-select text and read independently for a sustained period of time.
Strand 2: Comprehension skills		Strand 2: Comprehension skills	
128.4.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:	110.4.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:
128.4.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	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.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	110.4.b.6.I	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		Strand 3: Response skills	
128.4.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:	110.4.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:
128.4.b.7.A	describe personal connections to a variety of sources;	110.4.b.7.A	describe personal connections to a variety of sources;
128.4.b.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text;	110.4.b.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text;
128.4.b.7.C	use text evidence to support an appropriate response;	110.4.b.7.C	use text evidence to support an appropriate response;
128.4.b.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;	110.4.b.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;
128.4.b.7.E	interact with sources in meaningful ways such as illustrating or writing; and	110.4.b.7.E	interact with sources in meaningful ways such as illustrating or writing; and
128.4.b.7.F	respond using newly acquired vocabulary as appropriate.	110.4.b.7.F	respond using newly acquired vocabulary as appropriate.

Strand 4: Multiple genres		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.4.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.4.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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	describe the main character's (characters') internal and external traits;	110.4.b.8.B	describe the main character's (characters') internal and external traits;
128.4.b.8.C	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.C	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 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:	110.4.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:
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 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:
128.4.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;
128.4.b.11.D.iii	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.iv	adjectives, including articles;	110.4.b.11.D.iv	adjectives, including articles;
128.4.b.11.D.v	adverbs that convey time and adverbs that convey place;	110.4.b.11.D.v	adverbs that convey time and adverbs that convey place;
128.4.b.11.D.vi	prepositions and prepositional phrases;	110.4.b.11.D.vi	prepositions and prepositional phrases;
		110.4.b.11.D.vii	pronouns, including subjective, objective, and possessive cases;

128.4.b.11.D.vii	pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun <i>usted</i> and informal pronoun <i>tú</i> ;		
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 texts—genres. 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 texts—genres. 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	Chapter 110	English Grade 3
Strand 1: Developing and sustaining foundational language skills		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	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;
128.5.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;	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.
Substrand: beginning reading and writing		Substrand: beginning reading and writing	
128.5.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:	110.5.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:
128.5.b.2.A	demonstrate and apply phonetic knowledge by:	110.5.b.2.A	demonstrate and apply phonetic knowledge by:
128.5.b.2.A.i	decoding words with a prosodic or orthographic accent;	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.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.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.iii	decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	110.5.b.2.A.iii	decoding compound words, contractions, and abbreviations;
128.5.b.2.A.iv	becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;	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.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:
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.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.ii	spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;	110.5.b.2.B.ii	spelling homophones;
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.iii	spelling compound words, contractions, and abbreviations;
128.5.b.2.B.iv	using accents on words commonly used in questions and exclamations;	110.5.b.2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns;
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.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
		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 ll 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 with sílabas trabadas; and		
128.5.b.2.B.xii	spelling the plural form of words ending in z by replacing the z with c before adding -es;		
128.5.b.2.C	alphabetize a series of words to the third letter; and	110.5.b.2.C	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 words.	110.5.b.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
Substrand: vocabulary		Substrand: vocabulary	
128.5.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.5.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
128.5.b.3.A	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;
128.5.b.3.B	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.		
Substrand: fluency		Substrand: fluency	
128.5.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.	110.5.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	
128.5.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 student is expected to self-select text and read independently for a sustained period of time.	110.5.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 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.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.5.b.6.I	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		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.5.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.5.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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;

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 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:	110.5.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:
128.5.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	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;
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 support understanding; and	110.5.b.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to 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;
Strand 5: Author's purpose and craft		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 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:	110.5.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:
128.5.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 devices such as onomatopoeia achieves specific purposes;	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;
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		Strand 6: Composition	
Substrand: writing process		Substrand: writing process	
128.5.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:	110.5.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:
128.5.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;	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;
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 rearranging ideas for coherence and clarity;	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;
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 conditional, including the difference between ser and estar;		
128.5.b.11.D.iii	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 texts--genres. 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.
Strand 7: Inquiry and research		Strand 7: Inquiry and research	
128.5.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:	110.5.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:
128.5.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	
Substrand: oral language		Substrand: oral language	
128.6.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:	110.6.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:
128.6.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.
Substrand: beginning reading and writing		Substrand: beginning reading and writing	
128.6.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:	110.6.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:
128.6.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:
		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;		
		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 thinking--vocabulary. 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 thinking--vocabulary. 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, grafia, 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.D	identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and	110.6.b.3.D	identify, use, and explain the meaning of homophones such as reign/train.
128.6.b.3.E	differentiate between and use homographs, homophones, and commonly confused terms such as porque/porque/por qué/por que, sino/si no, and también/tan bien.		
Substrand: fluency		Substrand: fluency	
128.6.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.	110.6.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	
128.6.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 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 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	
128.6.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.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.6.b.6.I	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		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.6.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.6.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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.
Substrand: genres		Substrand: genres	
128.6.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:	110.6.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:
128.6.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	110.6.b.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
128.6.b.9.B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	110.6.b.9.B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images;

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 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:	110.6.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 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:
128.6.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, and sound devices such as alliteration and assonance achieves specific purposes;	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;
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 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:	110.6.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:
128.6.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;	110.6.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;
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
128.6.b.11.B.ii	developing an engaging idea with relevant details;	110.6.b.11.B.ii	developing an engaging idea with relevant details;
128.6.b.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	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;
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-ons, and fragments;	110.6.b.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
128.6.b.11.D.ii	verb tense such as simple past, present, and future and imperfect past, past participle, and conditional;	110.6.b.11.D.ii	past tense of irregular verbs;
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 dialogue; and	110.6.b.11.D.x	punctuation marks, including apostrophes in possessives , commas in compound sentences, 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
128.6.b.11.E	publish written work for appropriate audiences.	110.6.b.11.E	publish written work for appropriate audiences.

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	
Substrand: oral language		Substrand: oral language	
128.7.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:	110.7.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:
128.7.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.
Substrand: beginning reading and writing		Substrand: beginning reading and writing	
128.7.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:	110.7.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:
128.7.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 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);
128.7.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
		110.7.b.2.A.v	identifying and reading high-frequency words from a research-based list;
128.7.b.2.B	demonstrate and apply spelling knowledge by:	110.7.b.2.B	demonstrate and apply spelling knowledge by:
		110.7.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;
128.7.b.2.B.i	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 antepenultimate syllable) 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;		
		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		
		110.7.b.2.B.v	spelling words using knowledge of prefixes; 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.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.
Substrand: vocabulary		Substrand: vocabulary	
128.7.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.7.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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-, -logia, -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/porque/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 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.	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 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.	110.7.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 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	make inferences and use evidence to support understanding;	110.7.b.6.F	make inferences and use evidence to support understanding;
128.7.b.6.G	evaluate details read to determine key ideas;	110.7.b.6.G	evaluate details read to determine key ideas;
128.7.b.6.H	synthesize information to create new understanding; and	110.7.b.6.H	synthesize information to create new understanding; and
128.7.b.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.7.b.6.I	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 is expected to:	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:
128.7.b.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.7.b.7.A	describe personal connections to a variety of sources, including self-selected texts;
128.7.b.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	110.7.b.7.B	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		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.7.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.7.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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 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:
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 speaker in poems across a variety of poetic forms;	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;
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 as character tags, 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 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:	110.7.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 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:
128.7.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	analyze how the use of text structure contributes to the author's purpose;	110.7.b.10.B	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, and sound devices achieves specific purposes;	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;
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;
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	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	
Substrand: writing process		Substrand: writing process	
128.7.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:	110.7.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:
128.7.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;	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;
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 rearranging ideas for coherence and clarity;	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;
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-ons, and fragments;	110.7.b.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-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 compound and complex sentences, em dash for dialogue, and quotation marks for titles; and	110.7.b.11.D.x	commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis ; 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
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 texts--genres. 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 texts--genres. 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	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:	110.7.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	generate and clarify questions on a topic for formal and informal inquiry;
128.7.b.13.B	develop and follow a research plan with adult assistance;	110.7.b.13.B	develop and follow a research plan with adult assistance;
128.7.b.13.C	identify and gather relevant information from a variety of sources;	110.7.b.13.C	identify and gather relevant information from a variety of sources;
128.7.b.13.D	understand credibility of primary and secondary sources;	110.7.b.13.D	understand credibility of primary and secondary sources;
128.7.b.13.E	demonstrate understanding of information gathered;	110.7.b.13.E	demonstrate understanding of information gathered;
128.7.b.13.F	differentiate between paraphrasing and plagiarism when using source materials;	110.7.b.13.F	differentiate between paraphrasing and plagiarism when using source materials;
128.7.b.13.G	develop a bibliography; and	110.7.b.13.G	develop a bibliography; and
128.7.b.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	110.7.b.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	Spanish Grade 6	Chapter 110	English Grade 6
Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills	
Substrand: oral language		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 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:		
128.21.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.		
		Substrand: vocabulary	
128.21.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	110.22.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:
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-, srib-, 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, srib/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 thinking--fluency. 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 thinking--fluency. 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 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.	110.22.b.4	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	
128.21.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:	110.22.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 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 information;	110.22.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain 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.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.22.b.5.I	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	
128.21.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:	110.22.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:
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 across genres;	110.22.b.6.B	write responses that demonstrate understanding of texts, including comparing sources within and 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;
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.I	reflect on and adjust responses as new evidence is presented.	110.22.b.6.I	reflect on and adjust responses as new evidence is presented.
Strand 4: Multiple genres		Strand 4: Multiple genres	
	Substrand: literary elements		Substrand: literary elements
128.21.b.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	110.22.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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 elements such as flashback; and
128.21.b.8.D	analyze how the setting, including historical and cultural settings, influences character and plot development.	110.22.b.7.D	analyze how the setting, including historical and cultural settings, influences character and plot development.
	Substrand: genres		Substrand: genres
128.21.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:	110.22.b.8	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:
128.21.b.9.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	110.22.b.8.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, 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 poetic forms;	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;
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;
128.21.b.9.D	analyze characteristics and structural elements of informational text, including:	110.22.b.8.D	analyze characteristics and structural elements of informational text, including:
128.21.b.9.D.i	the controlling idea or thesis with supporting evidence;	110.22.b.8.D.i	the controlling idea or thesis with supporting evidence;
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	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
128.21.b.9.D.iii	organizational patterns such as definition, classification, advantage, and disadvantage;	110.22.b.8.D.iii	organizational patterns such as definition, classification, advantage, and disadvantage;
128.21.b.9.E	analyze characteristics and structures of argumentative text by:	110.22.b.8.E	analyze characteristics and structures of argumentative text by:
128.21.b.9.E.i	identifying the claim;	110.22.b.8.E.i	identifying the claim;
128.21.b.9.E.ii	explaining how the author uses various types of evidence to support the argument; and	110.22.b.8.E.ii	explaining how the author uses various types of evidence to support the argument; and
128.21.b.9.E.iii	identifying the intended audience or reader; and	110.22.b.8.E.iii	identifying the intended audience or reader; and
128.21.b.9.F	analyze characteristics of multimodal and digital texts;	110.22.b.8.F	analyze characteristics of multimodal and digital texts;

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 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:	110.22.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 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:
128.21.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 purpose;	110.22.b.9.E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific 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 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:	110.22.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:
128.21.b.11.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;	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;
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.C	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 fragments;	110.22.b.10.D.i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and 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 relative ;	110.22.b.10.D.v	pronouns, including relative;
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; and	110.22.b.10.D.viii	punctuation marks, including commas in complex sentences, transitions, and introductory elements; 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
128.21.b.11.E	publish written work for appropriate audiences.	110.22.b.10.E	publish written work for appropriate audiences.

Substrand: genres		Substrand: genres	
128.21.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:	110.22.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:
128.21.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.I	display academic citations and use source materials ethically; and	110.22.b.12.I	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		Substrand: oral language	
128.22.c.1	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 , the student is expected to:	110.23.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:
128.22.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;
128.22.c.1.C	present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	110.23.b.1.C	present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; 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		Substrand: beginning reading and writing	
128.22.c.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. Based on the student's language 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		Substrand: vocabulary	
128.22.c.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level , the student is expected to:	110.23.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:
128.22.c.3.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	110.23.b.2.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of 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
128.22.c.3.C	determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;	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	identify and use words that name actions, directions, positions, sequences, and locations;		
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		Substrand: fluency	
128.22.c.4	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 proficiency level , the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.	110.23.b.3	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 adjust fluency when reading grade-level text based on the reading purpose.
Substrand: self-sustained reading		Substrand: self-sustained reading	
128.22.c.5	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 proficiency level , the student is expected to self-select text and read independently for a sustained period of time.	110.23.b.4	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	
128.22.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:	110.23.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:
128.22.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;
128.22.c.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	110.23.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
128.22.c.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.23.b.5.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.22.c.6.D	create mental images to deepen understanding;	110.23.b.5.D	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
128.22.c.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.23.b.5.I	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	
128.22.c.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. Based on the student's language proficiency level , the student is expected to:	110.23.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:
128.22.c.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.23.b.6.A	describe personal connections to a variety of sources, including self-selected texts;

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.I	reflect on and adjust responses as new evidence is presented.	110.23.b.6.I	reflect on and adjust responses as new evidence is presented.
Strand 4: Multiple genres		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.22.c.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level , the student is expected to:	110.23.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
128.22.c.8.A	infer multiple themes within and across texts using text evidence;	110.23.b.7.A	infer multiple themes within and across texts using text evidence;
128.22.c.8.B	analyze how characters' qualities influence events and resolution of the conflict;	110.23.b.7.B	analyze how characters' qualities influence events and resolution of the conflict;
128.22.c.8.C	analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	110.23.b.7.C	analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and
128.22.c.8.D	analyze how the setting influences character and plot development.	110.23.b.7.D	analyze how the setting influences character and plot development.
Substrand: genres		Substrand: genres	
128.22.c.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. Based on the student's language proficiency level , the student is expected to:	110.23.b.8	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:
128.22.c.9.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	110.23.b.8.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
128.22.c.9.B	analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	110.23.b.8.B	analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in 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;
128.22.c.9.D.ii	features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, 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	organizational patterns that support multiple topics, categories, and subcategories;
128.22.c.9.E	analyze characteristics and structures of argumentative text by:	110.23.b.8.E	analyze characteristics and structures of argumentative text by:
128.22.c.9.E.i	identifying the claim;	110.23.b.8.E.i	identifying the claim;
128.22.c.9.E.ii	explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	110.23.b.8.E.ii	explaining how the author uses various types of evidence and consideration of alternatives to support the 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	
128.22.c.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. Based on the student's language proficiency level , the student is expected to:	110.23.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:
128.22.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;
128.22.c.10.D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	110.23.b.9.D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
128.22.c.10.E	identify the use of literary devices, including subjective and objective point of view;	110.23.b.9.E	identify the use of literary devices, including subjective and objective point of view;
128.22.c.10.F	analyze how the author's use of language contributes to mood, voice, and tone; and	110.23.b.9.F	analyze how the author's use of language contributes to mood, voice, and tone; and
128.22.c.10.G	explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	110.23.b.9.G	explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
Strand 6: Composition		Strand 6: Composition	
Substrand: writing process		Substrand: writing process	
128.22.c.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. Based on the student's language proficiency level , the student is expected to:	110.23.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:
128.22.c.11.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;	110.23.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;
128.22.c.11.B	develop drafts into a focused, structured, and coherent piece of writing by:	110.23.b.10.B	develop drafts into a focused, structured, and coherent piece of writing by:
128.22.c.11.B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	110.23.b.10.B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
128.22.c.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	110.23.b.10.B.ii	developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
128.22.c.11.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety;	110.23.b.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety;

128.22.c.11.D	edit drafts using standard English conventions, including: complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	110.23.b.10.D	edit drafts using standard English conventions, including:
128.22.c.11.D.i	consistent, appropriate use of verb tenses;	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	conjunctionive adverbs;	110.23.b.10.D.ii	consistent, appropriate use of verb tenses;
128.22.c.11.D.iii	prepositions and prepositional phrases and their influence on subject-verb agreement;	110.23.b.10.D.iii	conjunctionive adverbs;
128.22.c.11.D.iv	pronoun-antecedent agreement;	110.23.b.10.D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement;
128.22.c.11.D.v	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	110.23.b.10.D.v	pronoun-antecedent agreement;
128.22.c.11.D.vi	correct capitalization;	110.23.b.10.D.vi	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
128.22.c.11.D.vii	punctuation, including commas to set off words, phrases, and clauses and semicolons; and	110.23.b.10.D.vii	correct capitalization;
128.22.c.11.D.viii	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	110.23.b.10.D.viii	punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
128.22.c.11.D.ix	publish written work for appropriate audiences.	110.23.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
128.22.c.11.E		110.23.b.10.E	publish written work for appropriate audiences.
Substrand: genres		Substrand: genres	
128.22.c.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. Based on the student's language proficiency level , the student is expected to:	110.23.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:
128.22.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;
128.22.c.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;	110.23.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;
128.22.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
128.22.c.12.D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	110.23.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	
128.22.c.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. Based on the student's language proficiency level , the student is expected to:	110.23.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:
128.22.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.H.i	reliability, credibility, and bias; and
128.22.c.13.H.ii	faulty reasoning such as hyperbole, emotional appeals, and stereotype;	110.23.b.12.H.ii	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.I	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	Chapter 110	ELAR 8
Strand 1: Developing and sustaining foundational language skills		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 thinking--oral 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 thinking--oral 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.
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 thinking--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 , 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 thinking--vocabulary. 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:
128.23.c.3.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	110.24.b.2.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
128.23.c.3.B	use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous 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.		
Substrand: fluency		Substrand: fluency	
128.23.c.4	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 proficiency level , the student is expected to adjust fluency when reading grade-level text based on the reading purpose	110.24.b.3	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 adjust fluency when reading grade-level text based on the reading purpose.
Substrand: self-sustained reading		Substrand: self-sustained reading	
128.23.c.5	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 proficiency level , the student is expected to self-select text and read independently for a sustained period of time.	110.24.b.4	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	
128.23.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;

128.23.c.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;	110.24.b.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
128.23.c.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	110.24.b.5.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
128.23.c.6.D	create mental images to deepen understanding;	110.24.b.5.D	create mental images to deepen understanding;
128.23.c.6.E	make connections to personal experiences, ideas in other texts, and society;	110.24.b.5.E	make connections to personal experiences, ideas in other texts, and society;
128.23.c.6.F	make inferences and use evidence to support understanding;	110.24.b.5.F	make inferences and use evidence to support understanding;
128.23.c.6.G	evaluate details read to determine key ideas;	110.24.b.5.G	evaluate details read to determine key ideas;
128.23.c.6.H	synthesize information to create new understanding; and	110.24.b.5.H	synthesize information to create new understanding; and
128.23.c.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.24.b.5.I	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	
128.23.c.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. Based on the student's language proficiency level , the student is expected to:	110.24.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:
128.23.c.7.A	describe personal connections to a variety of sources, including self-selected texts;	110.24.b.6.A	describe personal connections to a variety of sources, including self-selected texts;
128.23.c.7.B	write responses that demonstrate understanding of texts, including comparing sources within and across genres;	110.24.b.6.B	write responses that demonstrate understanding of texts, including comparing sources within and across genres;
128.23.c.7.C	use text evidence to support an appropriate response;	110.24.b.6.C	use text evidence to support an appropriate response;
128.23.c.7.D	paraphrase and summarize texts in ways that maintain meaning and logical order;	110.24.b.6.D	paraphrase and summarize texts in ways that maintain meaning and logical order;
128.23.c.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	110.24.b.6.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
128.23.c.7.F	respond using newly acquired vocabulary as appropriate;	110.24.b.6.F	respond using newly acquired vocabulary as appropriate;
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	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.c.7.I	reflect on and adjust responses as new evidence is presented; and	110.24.b.6.I	reflect on and adjust responses as new evidence is presented; and
128.23.c.7.J	defend or challenge the claims using relevant text evidence.	110.24.b.6.J	defend or challenge the authors' claims using relevant text evidence.
Strand 4: Multiple genres		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.23.c.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level , the student is expected to:	110.24.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
128.23.c.8.A	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.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;
128.23.c.8.C	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	110.24.b.7.C	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
128.23.c.8.D	explain how the setting influences the values and beliefs of characters.	110.24.b.7.D	explain how the setting influences the values and beliefs of characters.
Substrand: genres		Substrand: genres	
128.23.c.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. Based on the student's language proficiency level , the student is expected to:	110.24.b.8	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:
128.23.c.9.A	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.A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
128.23.c.9.B	identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;		
128.23.c.9.C	analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	110.24.b.8.B	analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
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 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	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.iii	identifying the intended audience or reader; and	110.24.b.8.E.iii	identifying the intended audience or reader; and
128.23.c.9.G	analyze characteristics of multimodal and digital texts.	110.24.b.8.F	analyze characteristics of multimodal and digital texts.

Strand 5: Author's purpose and craft		Strand 5: Author's purpose and craft	
128.23.c.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. Based on the student's language proficiency level, the student is expected to:	110.24.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:
128.23.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;
128.23.c.10.D	describe how the author's use of figurative language such as extended metaphor achieves 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
128.23.c.10.G	explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	110.24.b.9.G	explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
Strand 6: Composition		Strand 6: Composition	
Substrand: writing process		Substrand: writing process	
128.23.c.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. Based on the student's language proficiency level, the student is expected to:	110.24.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:
128.23.c.11.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;	110.24.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;
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:
128.23.c.11.B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	110.24.b.10.Bi	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
128.23.c.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	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:
128.23.c.11.D.i	complete simple, compound, and complex sentences with subject-verb agreement and 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;		
128.23.c.11.D.iv	prepositions and prepositional phrases and their influence on subject-verb 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.b.10.D.iv	pronoun-antecedent agreement;
128.23.c.11.D.vi	subordinating conjunctions to form complex sentences;		
128.23.c.11.D.vii	correct capitalization;	110.24.b.10.D.v	correct capitalization;
128.23.c.11.D.viii	punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	110.24.b.10.D.vi	punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
128.23.c.11.D.ix	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	110.24.b.10.D.vii	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; 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	
128.23.c.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. Based on the student's language proficiency level, the student is expected to:	110.24.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:
128.23.c.12.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	110.24.b.11.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
128.23.c.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;	110.24.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;
128.23.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
128.23.c.12.D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	110.24.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	
128.23.c.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. Based on the student's language proficiency level, the student is expected to:	110.24.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:
128.23.c.13.A	generate student-selected and teacher-guided questions for formal and informal inquiry;	110.24.b.12.A	generate student-selected and teacher-guided questions for formal and informal inquiry;
128.23.c.13.B	develop and revise a plan;	110.24.b.12.B	develop and revise a plan;

128.23.c.13.C	refine the major research question, if necessary, guided by the answers to a secondary set of 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.I	display academic citations and use source materials ethically; and	110.24.b.12.I	display academic citations and use source materials ethically; and
128.23.c.13.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	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		Strand 1: Developing and sustaining foundational language skills	
Substrand: oral language		Substrand: oral language	
128.34.c.1	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 language development scaffolding , the student is expected to:	110.36.c.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:
128.34.c.1.A	engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	110.36.c.1.A	engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
128.34.c.1.B	share prior knowledge with peers and others to facilitate communication;		
128.34.c.1.C	follow, restate , and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	110.36.c.1.B	follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
128.34.c.1.D	give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;	110.36.c.1.C	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 conventions of language to communicate ideas effectively; and
128.34.c.1.E	participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;	110.36.c.1.D	participate collaboratively, building on the ideas of others, contributing relevant information, developing a 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		Substrand: beginning reading and writing	
128.34.c.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. Based on the student's language proficiency level, and with appropriately provided English language development 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.		
Substrand: vocabulary		Substrand: vocabulary	
128.34.c.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding , the student is expected to:	110.36.c.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:
128.34.c.3.A	use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	110.36.c.2.A	use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
128.34.c.3.B	discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases ;	110.36.c.2.B	analyze context to distinguish between the denotative and connotative meanings of words; and
128.34.c.3.C	determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo;	110.36.c.2.C	determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.
128.34.c.3.D	identify and use words that name actions, directions, positions, sequences, and locations;		
128.34.c.3.E	identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and		
128.34.c.3.F	investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.		
Substrand: fluency		Substrand: fluency	
128.34.c.4	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 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 based on the reading purpose		
Substrand: self-sustained reading		Substrand: self-sustained reading	
128.34.c.5	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 increasing independence . The student is expected to self-select text and read independently for a sustained period of time.	110.36.c.3	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	
128.34.c.6	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 student's language proficiency level, and with appropriately provided English language development scaffolding , the student is expected to:	110.36.c.4	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:
128.34.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;
128.34.c.6.B	answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;	110.36.c.4.B	generate questions about text before, during, and after reading to deepen understanding and gain 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;
128.34.c.6.G	actively participate in discussions to identify, understand, and evaluate details read to determine 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
128.34.c.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.36.c.4.I	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	
128.34.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.36.c.5	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:
128.34.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;
128.34.c.7.B	write responses that demonstrate understanding of texts, including comparing texts within and across genres;	110.36.c.5.B	write responses that demonstrate understanding of texts, including comparing texts within and across 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;
128.34.c.7.E	interact with sources in meaningful ways such as labeling , notetaking, annotating, freewriting, or illustrating.	110.36.c.5.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
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
128.34.c.7.K	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions		
Strand 4: Multiple genres		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.34.c.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.36.c.6	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
128.34.c.8.A	identify and analyze how themes are developed through characterization and plot in a variety of literary texts;	110.36.c.6.A	analyze how themes are developed through characterization and plot in a variety of literary texts;
128.34.c.8.B	identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	110.36.c.6.B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
128.34.c.8.C	identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	110.36.c.6.C	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot 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	
128.34.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.36.c.7	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:
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;
128.34.c.9.B	identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	110.36.c.7.B	analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
128.34.c.9.C	identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	110.36.c.7.C	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
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	
128.34.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.36.c.8	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:
128.34.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;
128.34.c.10.E	identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	110.36.c.8.E	analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
128.34.c.10.F	identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a 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
128.34.c.10.G	identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and		
128.34.c.10.H	identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	110.36.c.8.G	explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.; and
Strand 6: Composition		Strand 6: Composition	
Substrand: writing process		Substrand: writing process	
128.34.c.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 use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.36.c.9	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
128.34.c.11.A	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	110.36.c.9.A	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
128.34.c.11.B	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	110.36.c.9.B	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended 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
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	developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
128.34.c.11.C	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	110.36.c.9.C	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
128.34.c.11.D	edit drafts using standard English conventions, including:	110.36.c.9.D	edit drafts using standard English conventions, including:
128.34.c.11.D.i	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	110.36.c.9.D.i	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and 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;
128.34.c.11.D.viii	punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	110.36.c.9.D.v	punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as 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.
Substrand: genres		Substrand: genres	
128.34.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.36.c.10	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:
128.34.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;
128.34.c.12.B	compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	110.36.c.10.B	compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
128.34.c.12.C	compose argumentative texts using genre characteristics and craft; and	110.36.c.10.C	compose argumentative texts using genre characteristics and craft; and
128.34.c.12.D	compose correspondence in a professional or friendly structure.	110.36.c.10.D	compose correspondence in a professional 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 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:		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:
128.34.c.13		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;
128.34.c.13.H	display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	110.36.c.11.H	display academic citations, including for paraphrased and quoted text, and use source materials ethically 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
Strand 1: Developing and sustaining foundational language skills		Strand 1: Developing and sustaining foundational language skills	
Substrand: oral language		Substrand: oral language	
128.35.c.1	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 language development scaffolding, the student is expected to:	110.37.c.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:
128.35.c.1.A	engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	110.37.c.1.A	engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
128.35.c.1.B	share prior knowledge with peers and others to facilitate communication;		
128.35.c.1.C	follow, restate , and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	110.37.c.1.B	follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
128.35.c.1.D	give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;	110.37.c.1.C	give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
128.35.c.1.E	participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;	110.37.c.1.D	participate collaboratively, building on the ideas of others, contributing relevant information, developing 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.		
Substrand: beginning reading and writing		Substrand: beginning reading and writing	
128.35.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:		
128.35.c.2.A	demonstrate and apply phonetic knowledge; and		
128.35.c.2.B	write complete words, thoughts, and answers legibly.		
Substrand: vocabulary		Substrand: vocabulary	
128.35.c.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.37.c.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:
128.35.c.3.A	use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	110.37.c.2.A	use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
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
128.35.c.3.C	determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état;	110.37.c.2.C	determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.
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		
128.35.c.3.F	investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.		
Substrand: fluency		Substrand: fluency	
128.35.c.4	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 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 based on the reading purpose.		
Substrand: self-sustained reading		Substrand: self-sustained reading	
128.35.c.5	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.	110.37.c.3	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	
128.35.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, and with appropriately provided English language development scaffolding, the student is expected to:	110.37.c.4	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:
128.35.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;

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;
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
128.35.c.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	110.37.c.4.I	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	
128.35.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding , the student is expected to:	110.37.c.5	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:
128.35.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;
128.35.c.7.B	write responses that demonstrate understanding of texts, including comparing texts within and across genres;	110.37.c.5.B	write responses that demonstrate understanding of texts, including comparing texts within and across 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.I	reflect on and adjust responses when valid evidence warrants;	110.37.c.5.I	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
128.35.c.7.K	express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions.		
Strand 4: Multiple genres		Strand 4: Multiple genres	
Substrand: literary elements		Substrand: literary elements	
128.35.c.8	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding , the student is expected to:	110.37.c.6	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
128.35.c.8.A	analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	110.37.c.6.A	analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
128.35.c.8.B	analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	110.37.c.6.B	analyze how authors develop complex yet believable characters, including archetypes, through 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	
128.35.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding , the student is expected to:	110.37.c.7	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:
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;
128.35.c.9.B	analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;	110.37.c.7.B	analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
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
128.35.c.9.D.ii	chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;		
128.35.c.9.D.iii	organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and		
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:
128.35.c.9.E.i	controlling idea and clear arguable claim, appeals, and convincing conclusion;	110.37.c.7.E.i	clear arguable claim, appeals, and convincing conclusion;
128.35.c.9.E.ii	various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	110.37.c.7.E.ii	various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

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	
128.35.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.37.c.8	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:
128.35.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
128.35.c.10.G	analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	110.37.c.8.G	analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.
Strand 6: Composition		Strand 6: Composition	
Substrand: writing process		Substrand: writing process	
128.35.c.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 use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.37.c.9	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
128.35.c.11.A	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	110.37.c.9.A	plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
128.35.c.11.B	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	110.37.c.9.B	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended 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
128.35.c.11.B.ii	developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	110.37.c.9.B.ii	developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
128.35.c.11.C	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	110.37.c.9.C	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
128.35.c.11.D	edit drafts using standard English conventions, including:	110.37.c.9.D	edit drafts using standard English conventions, including:
128.35.c.11.D.i	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	110.37.c.9.D.i	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and 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;
128.35.c.11.D.viii	punctuation, including commas, semicolons, colons, dashes, and parentheses, to set off phrases and clauses as appropriate; and	110.37.c.9.D.v	punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
128.35.c.11.D.ix	correct spelling, including abbreviations ;	110.37.c.9.D.vi	correct spelling; and
128.35.c.11.E	use sentence-combining techniques to create an increasingly complex variety of sentence structures 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	
128.35.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.37.c.10	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:
128.35.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;
128.35.c.12.B	compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	110.37.c.10.B	compose informational texts such as explanatory essays, reports, and personal essays using genre 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	
128.35.c.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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	110.37.c.11	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:

128.35.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;
128.35.c.13.H	display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	110.37.c.11.H	display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
128.35.c.13.I	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.I	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Chapter 128	ELDA
Strand 1: Developing and sustaining foundational language skills--oral language	
128.36.c.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral 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;
128.36.c.1.G	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 identifying cognates, affixes, roots, and base words;
128.36.c.1.H	identify and use words that name actions, directions, positions, sequences, and locations;
128.36.c.1.I	develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely;
128.36.c.1.J	use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage;
128.36.c.1.K	listen actively and ask relevant questions to clarify understanding; and
128.36.c.1.L	share prior knowledge with peers and others to facilitate communication and foster respect for others
Strand 2: Comprehension skills	
128.36.c.2	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
128.36.c.2.C	demonstrate comprehension of English by participating in shared reading, responding to 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.
Strand 3: Response skills	
128.36.c.3	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 development scaffolding, the student is expected to:
128.36.c.3.A	formulate and provide effective verbal and non-verbal feedback;

128.36.c.6.F	apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue;
128.36.c.6.G	arrange phrases, clauses, and sentences into correct and meaningful patterns;
128.36.c.6.H	compile written ideas to form complete sentences and paragraphs;
128.36.c.6.I	organize and convert information into different forms such as charts, graphs, and drawings;
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.K	create, revise, edit, and publish using various technology applications;
128.36.c.6.L	use study tools, including writing, labeling, and sketching, to clarify and remember information;
128.36.c.6.M	evaluate writing for both mechanics and content; and
128.36.c.6.N	use cohesive devices with increasing accuracy.
Strand 7: Inquiry and research	
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:
128.36.c.7.A	locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet;
128.36.c.7.B	compile information using available technology;
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.D	compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and the internet.
	<i>*There is no ELDA equivalent course in Chapter 110. However, please note that ELDA has the same 7 strands found in every reading language arts course in Chapter's 110 and 128.</i>