#### Strand 1

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes;	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	clarity and coherence of a speaker's message and critiquing the	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker' use of diction, syntax, and
(B) restate and follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	involve a series of	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;		(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	the topic under discussion, speaking clearly at an	rate, volume,		(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and		e (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	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	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	(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices 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	(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and

### **English Language Arts and Reading**

### K - 12 Vertical Alignment

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2 (D) work	110.3 (D) work	110.4 (D) work	110.5 (D) work	110.6 (D) work	110.7 (D) work	(D) participate in	110.23	(D) participate	110.36	110.37 (D) participate	110.38	110.39 (D) participate
` '	` '	* *	` '	` '	* *	(D) participate in	(D) engage in	(D) participate	(D) participate	(D) participate		(D) participate
collaboratively with	•	•	collaboratively with	•	collaboratively with	student-led	meaningful	collaboratively in	collaboratively,	collaboratively,	•	collaboratively,
others by following				•	others to develop a	discussions by	discourse and	discussions, plan	· ·	building on the ideas	•	offering ideas or
agreed-upon rules	agreed-upon rules	agreed-upon rules	agreed-upon rules,	plan of shared	plan of shared	eliciting and	provide and accept	agendas with clear	of others,	of others,		judgments that are
for discussion,	for discussion,	for discussion,	norms, and	responsibilities.	responsibilities.	considering	constructive	•	contributing relevant	-		purposeful in
including taking	including listening	including listening	protocols; and			suggestions from	feedback from	set time limits for	information,	information,	-	moving the team
turns; and	to others, speaking	to others, speaking				other group	others.	_	developing a plan	developing a plan	toward goals, asking	•
	when recognized,	when recognized,				members, taking		and vote on key	for consensus	for consensus	relevant and	relevant and
	and making	making appropriate				notes, and		issues.	<u> </u>			insightful questions
	appropriate	contributions, and				identifying points of			ground rules for	ground rules for	• •	tolerating a range of
	contributions; and	building on the ideas	•			agreement and			decision making.	decision making.	positions and	positions and
		of others; and				disagreement.					ambiguity in	ambiguity in
											decision making,	decision making,
											and evaluating the	and evaluating the
											work of the group	work of the group
											based on agreed-	based on agreed-
											upon criteria.	upon criteria.
(E) develop social	(E) develop social	(E) develop social	(E) develop social									
. ,	•	communication such	- · ·	1								
as introducing	as introducing	as distinguishing	as conversing	•								
•	_	between asking and	politely in all									
himself/herself												
himself/herself,		•										
using common	others, relating	telling.	situations.									
using common greetings, and	others, relating experiences to a	•										
using common greetings, and expressing needs and	others, relating experiences to a l classmate, and	telling.										
using common greetings, and	others, relating experiences to a d classmate, and expressing needs and	telling.										
using common greetings, and expressing needs and	others, relating experiences to a l classmate, and	telling.										
using common greetings, and expressing needs and wants.	others, relating experiences to a l classmate, and expressing needs and feelings.	telling.	situations.	vriting, and thinkingh	eginning reading and	writing. The student de	evelops word structur	e knowledge through p	honological awareness	s, print concepts, phon	ics, and morphology to	o communicate.
using common greetings, and expressing needs and wants.  Developing and susta	others, relating experiences to a l classmate, and expressing needs and feelings.	telling.  I nguage skills: listening	situations.	vriting, and thinkingb	eginning reading and	writing. The student de	evelops word structur	e knowledge through p	honological awareness	s, print concepts, phon	ics, and morphology to	o communicate,
using common greetings, and expressing needs and wants.  Developing and susta	others, relating experiences to a d classmate, and expressing needs and feelings.	telling.  I nguage skills: listening	situations.	riting, and thinkingb	eginning reading and Grade 5	writing. The student de	evelops word structur Grade 7	e knowledge through p Grade 8	honological awareness English I	s, print concepts, phon English II	ics, and morphology to English III	o communicate, English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The	others, relating experiences to a I classmate, and expressing needs and feelings.  aining foundational landers student is expected	telling.  d nguage skills: listening to:	g, speaking, reading, w Grade 3 110.5									
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lame student is expected  Grade 1 110.3 (2)	telling.  d nguage skills: listening to: Grade 2 110.4 (2)	situations. g, speaking, reading, w Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2) (A) demonstrate	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3	telling.  d nguage skills: listening to: Grade 2 110.4	g, speaking, reading, w Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lame student is expected  Grade 1 110.3 (2)	telling.  d nguage skills: listening to: Grade 2 110.4 (2)	g, speaking, reading, w Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2) (A) demonstrate phonological awareness by:	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by:	telling.  d nguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by:	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by:	telling.  d nguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2) (A) demonstrate phonological awareness by: (i) identifying and	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by:	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lame student is expected  Grade 1  110.3  (2)  (A) demonstrate phonological awareness by:  (i) producing a series of rhyming words;	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational large student is expected  Grade 1  110.3  (2)  (A) demonstrate phonological awareness by:  (i) producing a series of rhyming words;  (ii) recognizing	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words;  (ii) recognizing r spoken alliteration of	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational large student is expected  Grade 1  110.3  (2)  (A) demonstrate phonological awareness by:  (i) producing a series of rhyming words;  (ii) recognizing	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or groups of words that	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words;  (ii) recognizing r spoken alliteration of	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or groups of words that	others, relating experiences to a d classmate, and expressing needs and feelings.  anning foundational land estudent is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing a spoken alliteration or groups of words that	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or groups of words that begin with the same	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational land estudent is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing a spoken alliteration of groups of words that begin with the same	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational lane student is expected  Grade 1 110.3 (2) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words;  (ii) recognizing r spoken alliteration or groups of words that begin with the same spoken onset or	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
using common greetings, and expressing needs and wants.  Developing and susta decode, and spell. The Kindergarten 110.2  (2)  (A) demonstrate phonological awareness by:  (i) identifying and producing rhyming words;  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	others, relating experiences to a d classmate, and expressing needs and feelings.  aining foundational large student is expected  Grade 1  110.3  (2)  (A) demonstrate phonological awareness by:  (i) producing a series of rhyming words;  (ii) recognizing respoken alliteration or groups of words that begin with the same spoken onset or initial sound;	telling.  Inguage skills: listening to:  Grade 2 110.4 (2) (A) demonstrate phonological awareness by: s (i) producing a series of rhyming words;	g, speaking, reading, w  Grade 3 110.5 (2)	Grade 4 110.6	Grade 5 110.7	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV

#### **English Language Arts and Reading**

### K - 12 Vertical Alignment

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
10.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
iv) identifying	(iii) distinguishing	(ii) distinguishing										
yllables in spoken	between long and	between long and										
vords;	short vowel sounds	short vowel sounds										
	in one-syllable	in one-syllable and										
	words;	multi-syllable										
	words,											
		words;										
(v) blending												
syllables to form												
multisyllabic words;												
(vi) segmenting												
multisyllabic words												
into syllables;												
(vii) blandina	(iv) mass smiring tha	(iii) magaamining tha										
(vii) blending	(iv) recognizing the		<del>,</del>									
	change in spoken	change in spoken										
rimes to form simple		word when a										
words;	specified phoneme is	s specified phoneme	is									
	added, changed, or	added, changed, or										
	removed;	removed; and										
(viii) blending	(v) blending spoken											
spoken phonemes to												
form one-syllable	one-syllable words,											
words;	including initial											
words,												
	and/or final											
	consonant blends;											
(ix) manipulating	(vi) manipulating	(iv) manipulating										
syllables within a	phonemes within	phonemes within										
multisyllabic word;	base words; and	base words;										
and												
(x) segmenting	(vii) segmenting											
	spoken one-syllable											
words into	words of three to											
ndividual	five phonemes into											
phonemes;	individual											
	phonemes, including	,										
	words with initial											
	and/or final											
	consonant blends;											
(D) 1		(B) 1		1 (1)								
				d (A) demonstrate and		nd						
apply phonetic	apply phonetic	apply phonetic	apply phonetic	apply phonetic	apply phonetic							
knowledge by:	knowledge by:	knowledge by:	knowledge by:	knowledge by:	knowledge by:							

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(i) identifying and matching the		(i) decoding words with short, long, or variant vowels,	(i) decoding multisyllabic words with multiple sound- spelling patterns such as eigh, ough, and en;	(i) decoding words with specific	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection	110.22	110,23	110.24	110.30	110.37	110.56	110.37
(ii) using letter- sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;											
new words are created when letters are changed, added,	CVCC words; trigraphs;  recognizing that (iii) decoding words (iii) words are with closed mult ted when letters syllables; open with changed, added, syllables; VCe syllables tip - tap; and teams, including vowel digraphs and diphthongs; and r-controlled syllables; diph controlled syllables;	multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and	with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-							
	(iv) using knowledge of base words to decode common compound words and contractions;	c (iv) decoding compound words, contractions, and common abbreviations;	(iii) decoding compound words, contractions, and abbreviations;									
c a		_	(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	_	using advanced knowledge of syllable division							
	(v) decoding words with inflectional endings, including - ed, -s, and -es; and	(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed -ing, -er, and -est; and	prefixes;	(iv) decoding words using knowledge of prefixes;		3						

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
			(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;	final consonants;								
			and	and								
		(vii) identifying and	(vii) identifying and		(v) identifying and							
reading at least 25	-	reading high-	reading high-	reading high-	reading high-							
high-frequency	high-frequency	frequency words	frequency words	frequency words	frequency words							
words from a		from a research-	from a research-	from a research-	from a research-							
research-based list;	research-based list;	based list;	based list;	based list;	based list;							
(C) demonstrate and	(C) demonstrate and	(C) demonstrate and	(B) demonstrate and	(B) demonstrate and	(B) demonstrate and							
apply spelling	apply spelling	apply spelling	apply spelling	apply spelling	apply spelling							
knowledge by:		knowledge by:	knowledge by:	knowledge by:	knowledge by:							
(i) spelling words	(i) spelling words	(i) spelling one-	(i) spelling	(i) spelling	(i) spelling							
	with closed	syllable and			multisyllabic words							
CCVC;	syllables, open	multisyllabic words	with closed	with closed	with closed							
	syllables, VCe	with closed	syllables; open	syllables; open	syllables; open							
	syllables, vowel	syllables; open	syllables; VCe	syllables; VCe	syllables; VCe							
	teams, and r-	syllables; VCe	syllables; vowel	syllables; vowel	syllables; vowel							
	controlled syllables;	syllables; vowel	teams, including	teams, including	teams, including							
		teams, including	digraphs and	digraphs and	digraphs and							
		digraphs and	diphthongs; r-	diphthongs; r-	diphthongs; r-							
		diphthongs; r-	controlled syllables;	controlled syllables;	controlled syllables;							
		controlled syllables;	and final stable	and final stable	and final stable							
		and final stable	syllables;	syllables;	syllables;							
		syllables;										
	(ii) spelling words	(ii) spelling words	(ii) spelling	(ii) spelling	(ii) spelling words							
	with initial and final	with silent letters	homophones;	homophones;	with consonant							
	consonant blends,	such as knife and			changes, including							
	digraphs, and	gnat;			/t/ to /sh/ such as in							
	trigraphs;				select and selection							
					and /k/ to /sh/ such							
					as music and							
					musician;							
		(iii) spelling	(iii) spelling									
		compound words,	compound words,									
		contractions, and	contractions, and									
		common	abbreviations;									
		abbreviations;										
(ii) spelling words		(iv) spelling	(iv) spelling	(iii) spelling	(iii) spelling							
using sound-spelling	using sound-spelling	•	multisyllabic words	•	multisyllabic words							
patterns; and	patterns; and	with multiple sound-			_	-						
		spelling patterns;	spelling patterns;	spelling patterns;	spelling patterns;							

#### Strand 1

TZ' 1	C 1 1	0.1.2	C 1 2	C 1 4	C 1.7	C 1.6	C 1.7	C 1 0	Г 1:1 т	г 1:1 т	T 1' 1 TTT	F 1' 1 777
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
110.2	110.3	(v) spelling words	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	(iv) spelling words	(iv) spelling words using advanced knowledge of syllable division patterns;	110.22	110.23	110.24	110.30	110.37	110.50	110.57
(iii) spelling high- frequency words from a research- based list;	(iv) spelling high- frequency words from a research- based list;	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes; and							
			using knowledge of suffixes, including how they can change base words such as dropping e, changing	(vi) spelling words using knowledge of suffixes, including how they can change base words such as g dropping e, changing y to i, and doubling final consonants;	using knowledge of suffixes, including how they can change base words such as dropping e, changing							
(D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide;			and	and							
(i) identifying the front cover, back cover, and title page of a book;												
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;												
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;												

### **English Language Arts and Reading**

### K - 12 Vertical Alignment

Strand 1

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(iv) recognizing the												
difference between a												
letter and a printed												
word; and												
(v) identifying all												
uppercase and												
lowercase letters;												
and	(E) alphabetize a	(D) alphabetize a	(C) alphabetize a									
	series of words to	· · · •	series of words to									
	the first or second	use a dictionary or	the third letter; and									
	letter and use a	glossary to find	the tima letter, and									
	dictionary to find	words; and										
	words: and	words, and										
(E) develop	(F) develop	(E) develop	(D) write complete	(C) write legibly in	(C) write legibly in							
handwriting by	handwriting by	handwriting by	•	cursive to complete								
accurately forming	printing words,	accurately forming	answers legibly in	assignments.								
all uppercase and	sentences, and	all cursive letters	cursive leaving	-								
lowercase letters	answers legibly	using appropriate	appropriate spaces									
using appropriate	leaving appropriate	strokes when	between words.									
directionality.	spaces between	connecting letters.										
·	words.	C										
Developing and susta	aining foundational lar	nguage skills: listening	g, speaking, reading, w	riting, and thinkingv	ocabulary. The studen	t uses newly acquired	vocabulary expressive	ely. The student is exp	ected to:			
Developing and susta Kindergarten	Grade 1	nguage skills: listening Grade 2	g, speaking, reading, w Grade 3	riting, and thinkingv	Grade 5	Grade 6	Grade 7	ely. The student is experience 8	ected to: English I	English II	English III	English IV
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	110.37	110.38	110.39
Kindergarten 110.2 (3)	Grade 1 110.3 (3)	Grade 2 110.4 (3)	Grade 3 110.5 (3)	Grade 4 110.6 (3)	Grade 5 110.7 (3)	Grade 6 110.22 (2)	Grade 7 110.23 (2)	Grade 8 110.24 (2)	English I 110.36 (2)	110.37 (2)	110.38 (2)	110.39 (2)
Kindergarten 110.2 (3) (A) use a resource	Grade 1 110.3 (3) (A) use a resource	Grade 2 110.4 (3) (A) use print or	Grade 3 110.5 (3) (A) use print or	Grade 4 110.6 (3) (A) use print or	Grade 5 110.7 (3) (A) use print or	Grade 6 110.22 (2) (A) use print or	Grade 7 110.23 (2) (A) use print or	Grade 8 110.24 (2) (A) use print or	English I 110.36 (2) (A) use print or	(2) (A) use print or	110.38 (2) (A) use print or	110.39 (2) (A) use print or
Kindergarten 110.2 (3) (A) use a resource such as a picture	Grade 1 110.3 (3) (A) use a resource such as a picture	Grade 2 110.4 (3) (A) use print or digital resources to	Grade 3 110.5 (3) (A) use print or digital resources to	Grade 4 110.6 (3) (A) use print or digital resources to	Grade 5 110.7 (3) (A) use print or digital resources to	Grade 6 110.22 (2) (A) use print or digital resources to	Grade 7 110.23 (2) (A) use print or digital resources to	Grade 8 110.24 (2) (A) use print or digital resources to	English I 110.36 (2) (A) use print or digital resources	(2) (A) use print or digital resources	(A) use print or digital resources to	(2) (A) use print or digital resources to
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning,	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning,	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning,	Grade 6 110.22 (2) (A) use print or digital resources to determine the	Grade 7 110.23 (2) (A) use print or digital resources to determine the	Grade 8 110.24 (2) (A) use print or digital resources to determine the	English I 110.36 (2) (A) use print or digital resources such as glossaries or	(2) (A) use print or digital resources such as glossaries or	(2) (A) use print or digital resources to clarify and validate	(2) (A) use print or digital resources to clarify and validate
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication,	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning,	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning,	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning,	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical	(2) (A) use print or digital resources such as glossaries or technical	(2) (A) use print or digital resources to clarify and validate understanding of	(2) (A) use print or digital resources to clarify and validate understanding of
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning,	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning,	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication,	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication,	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication,	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to	(2) (A) use print or digital resources such as glossaries or technical dictionaries to	(2) (A) use print or digital resources to clarify and validate understanding of	(2) (A) use print or digital resources to clarify and validate understanding of
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication,	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication,	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication,	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication,	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to	(2) (A) use print or digital resources such as glossaries or technical dictionaries to	(2) (A) use print or digital resources to clarify and validate understanding of	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings or advanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication,	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the	(2) (A) use print or digital resources such as glossaries or technical dictionaries to	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings or
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate	(2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and	(2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and	(2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings or advanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	English I 110.36 (2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning	(2) (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of	English I 110.36 (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	(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	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	English I 110.36 (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;	(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;	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings or advanced vocabulary;
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words; (B) use context	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; (B) use context	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; (B) use context such	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; (B) use context such	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; (B) use context	English I 110.36  (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;  (B) analyze context	(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; (B) analyze context	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings or advanced vocabulary;  (B) analyze context
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;  (B) use context within and beyond a	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;  (B) use context within and beyond a	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as definition,	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as contrast or cause	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context within or beyond a	English I 110.36  (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;  (B) analyze context to distinguish	(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;  (B) analyze context to distinguish among	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;  (B) use context within and beyond a sentence to	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation; (B) use context within and beyond a sentence to	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;  (B) use context within and beyond a sentence to	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as definition, analogy, and	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as contrast or cause and effect to clarify	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context within or beyond a paragraph to clarify	English I 110.36  (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;  (B) analyze context to distinguish between the	(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; (B) analyze context to distinguish among denotative,	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;  (B) use context within and beyond a sentence to determine the	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to determine the	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to determine the	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;  (B) use context within and beyond a sentence to determine the	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as definition, analogy, and examples to clarify	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as contrast or cause and effect to clarify the meaning of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context within or beyond a paragraph to clarify the meaning of	English I 110.36  (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;  (B) analyze context to distinguish between the denotative and	(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; (B) analyze context to distinguish among denotative, connotative, and	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings o advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;  (B) use context within and beyond a sentence to determine the meaning of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to determine the meaning of	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to determine the relevant meaning of	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;  (B) use context within and beyond a sentence to determine the relevant meaning of	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as definition, analogy, and examples to clarify the meaning of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as contrast or cause and effect to clarify	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or	English I 110.36 (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; (B) analyze context to distinguish between the denotative and connotative	(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; (B) analyze context to distinguish among denotative, connotative, and figurative meanings	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;  (B) use context within and beyond a sentence to determine the	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;  (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as definition, analogy, and examples to clarify the meaning of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as contrast or cause and effect to clarify the meaning of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words;	English I 110.36  (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;  (B) analyze context to distinguish between the denotative and connotative meanings of words;	(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; (B) analyze context to distinguish among denotative, connotative, and figurative meanings	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in	(A) use print or digital resources to clarify and validate understanding of multiple meanings or advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in
Kindergarten 110.2 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word	Grade 1 110.3 (3) (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word	Grade 2 110.4 (3) (A) use print or digital resources to determine meaning and pronunciation of unknown words;  (B) use context within and beyond a sentence to determine the meaning of	Grade 3 110.5 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to determine the meaning of	Grade 4 110.6 (3) (A) use print or digital resources to determine meaning, syllabication, and pronunciation;  (B) use context within and beyond a sentence to determine the relevant meaning of	Grade 5 110.7 (3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;  (B) use context within and beyond a sentence to determine the relevant meaning of	Grade 6 110.22 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as definition, analogy, and examples to clarify the meaning of	Grade 7 110.23 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context such as contrast or cause and effect to clarify the meaning of	Grade 8 110.24 (2) (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;  (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or	English I 110.36 (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; (B) analyze context to distinguish between the denotative and connotative	(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; (B) analyze context to distinguish among denotative, connotative, and figurative meanings	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in	(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;  (B) analyze context to draw conclusions about nuanced meanings such as in

#### Strand 1

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
	(C) identify the	(C) identify the	(C) identify the	(C) determine the	(C) identify the	(C) determine the	(C) determine the	(C) determine the	(C) determine the	(C) determine the	(C) determine the	(C) determine the
	meaning of words	•	meaning of and use	meaning of and use	meaning of and use	meaning and usage	meaning and usage	meaning and usage	meaning of foreign	meaning of foreign	meaning of foreign	meaning of foreign
	with the affixes -s, -	words with affixes	words with affixes	words with affixes	words with affixes	of grade-level	of grade-level	of grade-level	words or phrases	words or phrases	words or phrases	words or phrases
	ed, and -ing; and	un-, re-, -ly, -er, and	- such as im- (into),	such as mis-, sub-, -	such as trans-, super	- academic English	academic English	academic English	used frequently in	used frequently in	used frequently in	used frequently in
		est (comparative and	non-, dis-, in- (not,	ment, and -ity/ty and	, -ive, and -logy and	words derived from	words derived from	words derived from	English such as bons	a English such as pas	English such as ad	English such as ad
		superlative), and -	non), pre-, -ness, -y,	roots such as auto,	roots such as geo	Greek and Latin	Greek and Latin	Greek and Latin	fide, caveat, carte	de deux, status quo,		nauseum, in loco
		ion/tion/sion; and	and -ful; and	graph, and meter;	and photo; and	roots such as	roots such as omni,	roots such as ast,	blanche, tête-à-tête,	déjà vu, avant-garde	, sequitur, and modus	parentis, laissez-
				and		mis/mit, bene, man,	log/logue, gen,	qui, path,	bon appétit, and quie	d and coup d'état.	operandi.	faire, and caveat
						vac, scrib/script, and	vid/vis, phil, luc, and	d mand/mend, and	pro quo.			emptor.
						jur/jus.	sens/sent.	duc.				
(C) identify and use	(D) identify and use	(D) identify, use,	(D) identify, use,	(D) identify, use,	(D) identify, use,							
words that name	words that name	and explain the	and explain the	and explain the	and explain the							
actions; directions;	actions, directions,	meaning of	meaning of	meaning of	meaning of adages							
positions; sequences;	; positions, sequences	, antonyms,	antonyms,	homophones such as	and puns.							
categories such as	categories, and	synonyms, idioms,	synonyms, idioms,	reign/rain.								
colors, shapes, and	locations.	and homographs in	homophones, and									
textures; and		context.	homographs in a									
locations.			text.									
Developing and susta	aining foundational la	nguage skills: listening	g, speaking, reading, w	riting, and thinkingf	luency. The student re	ads grade-level text w	ith fluency and compre	ehension. The student	is expected to:			
Kindergarten	aining foundational la Grade 1 110.3	nguage skills: listening Grade 2 110.4	g, speaking, reading, w Grade 3 110.5	riting, and thinkingf Grade 4 110.6	luency. The student re Grade 5 110.7	ads grade-level text w Grade 6 110.22	ith fluency and compre Grade 7 110.23	ehension. The student Grade 8 110.24	is expected to: English I 110.36	English II 110.37	English III 110.38	English IV 110.39
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	_	_	~
Kindergarten	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23 (3) (A) adjust fluency	Grade 8 110.24 (3) (A) adjust fluency	English I	_	_	~
Kindergarten	Grade 1 110.3 (4)	Grade 2 110.4 (4)	Grade 3 110.5 (4)	Grade 4 110.6 (4)	Grade 5 110.7 (4)	Grade 6 110.22 (3)	Grade 7 110.23 (3) (A) adjust fluency when reading grade-	Grade 8 110.24 (3)	English I	_	_	
Kindergarten	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on	Grade 7 110.23 (3) (A) adjust fluency when reading grade- level text based on	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on	English I	_	_	~
Kindergarten	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on	Grade 7 110.23 (3) (A) adjust fluency when reading grade-	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on	English I	_	_	~
Kindergarten	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on	Grade 7 110.23 (3) (A) adjust fluency when reading grade- level text based on	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on	English I	_	_	
Kindergarten	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on	Grade 7 110.23 (3) (A) adjust fluency when reading grade- level text based on	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on	English I	_	_	
Kindergarten 110.2	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.	Grade 7 110.23 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.	English I 110.36	110.37	_	~
Kindergarten 110.2  Developing and susta	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade-	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.	English I 110.36	110.37 cted to:	110.38	110.39
Kindergarten 110.2  Developing and susta Kindergarten	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Inguage skills: listening Grade 2	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. g, speaking, reading, w	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading. Grade 5	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluency with fluency and fluency when reading purpose.	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  acy and comprehension Grade 8	English I 110.36  n. The student is expe English I	cted to: English II	English III	110.39  English IV
Kindergarten 110.2  Developing and susta Kindergarten 110.2	Grade 1 110.3 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  aining foundational later Grade 1 110.3	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Grade 2 110.4	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. g, speaking, reading, w Grade 3 110.5	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Triting, and thinkings Grade 4 110.6	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading. Grade 5 110.7	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6 110.22	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluer Grade 7 110.23	Grade 8 110.24 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  acy and comprehension Grade 8 110.24	n. The student is expe English I 110.36	cted to: English II 110.37	English III 110.38	110.39  English IV 110.39
Nindergarten 110.2  Developing and susta Kindergarten 110.2 (4)	Grade 1 110.3  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  aining foundational later Grade 1 110.3  (5)	Grade 2 110.4 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Grade 2 110.4 (5)	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  g, speaking, reading, w Grade 3 110.5 (5)	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Triting, and thinkings Grade 4 110.6 (5)	Grade 5 110.7 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading. Grade 5 110.7 (5)	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6 110.22 (4)	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluer Grade 7 110.23 (4)	Grade 8 110.24 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  acy and comprehension Grade 8 110.24 (4)	n. The student is expe English I 110.36 (3)	cted to: English II 110.37 (3)	English III 110.38 (3)	English IV 110.39 (3)
Developing and susta Kindergarten 110.2 Capacitation of the control of the contro	Grade 1 110.3  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  aining foundational late Grade 1 110.3  (5)  (A) self-select text	Grade 2 110.4  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Inguage skills: listening Grade 2 110.4  (5)  (A) self-select text	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Grade 3 110.5 (5) (A) self-select text	Grade 4 110.6  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Triting, and thinkings  Grade 4 110.6  (5)  (A) self-select text	Grade 5 110.7  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading.  Grade 5 110.7  (5)  (A) self-select text	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6 110.22 (4) (A) self-select text	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluer Grade 7 110.23 (4) (A) self-select text	Grade 8 110.24 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose of the reading purpose.	n. The student is expe English I 110.36 English I 110.36 (3) (A) self-select text	cted to: English II 110.37 (3) (A) self-select text	English III 110.38 (3) (A) self-select text	English IV 110.39 (3) (A) self-select text
Developing and susta Kindergarten 110.2 Developing and susta Kindergarten 110.2 (4) (A) self-select text and interact	Grade 1 110.3  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  aining foundational larger Grade 1 110.3  (5)  (A) self-select text and interact	Grade 2 110.4  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Inguage skills: listening Grade 2 110.4  (5)  (A) self-select text and read	Grade 3 110.5  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Grade 3 110.5  (5)  (A) self-select text and read	Grade 4 110.6  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Triting, and thinkings  Grade 4 110.6  (5)  (A) self-select text and read	Grade 5 110.7  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading.  Grade 5 110.7  (5)  (A) self-select text and read	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6 110.22 (4) (A) self-select text and read	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluen Grade 7 110.23 (4) (A) self-select text and read	Grade 8 110.24 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose	n. The student is expe English I 110.36  (A) self-select text and read	cted to: English II 110.37 (3) (A) self-select text and read	English III 110.38 (3) (A) self-select text and read	English IV 110.39  (A) self-select text and read
Developing and susta Kindergarten 110.2 (4) (A) self-select text and interact independently with	Grade 1 110.3  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  aining foundational late Grade 1 110.3  (5)  (A) self-select text and interact independently with	Grade 2 110.4  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Inguage skills: listening Grade 2 110.4  (5)  (A) self-select text and read independently for a	Grade 3 110.5 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  g, speaking, reading, w Grade 3 110.5 (5) (A) self-select text and read independently for a	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Triting, and thinkings Grade 4 110.6 (5) (A) self-select text and read independently for a	Grade 5 110.7  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading.  Grade 5 110.7  (5)  (A) self-select text and read independently for a	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6 110.22 (4) (A) self-select text and read independently for a	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluer Grade 7 110.23 (4) (A) self-select text and read independently for a	Grade 8 110.24 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  The purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose	n. The student is expe English I 110.36 English I 110.36 (3) (A) self-select text and read independently for a	cted to: English II 110.37 (3) (A) self-select text and read independently for a	English III 110.38 (3) (A) self-select text and read independently for a	English IV 110.39 (3) (A) self-select text and read independently for a
Kindergarten 110.2  Developing and susta Kindergarten	Grade 1 110.3  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  aining foundational larger Grade 1 110.3  (5)  (A) self-select text and interact	Grade 2 110.4  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Inguage skills: listening Grade 2 110.4  (5)  (A) self-select text and read independently for a	Grade 3 110.5  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Grade 3 110.5  (5)  (A) self-select text and read	Grade 4 110.6 (4) (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  Triting, and thinkings Grade 4 110.6 (5) (A) self-select text and read independently for a	Grade 5 110.7  (4)  (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.  elf-sustained reading.  Grade 5 110.7  (5)  (A) self-select text and read	Grade 6 110.22 (3) (A) adjust fluency when reading grade- level text based on the reading purpose.  The student reads grade Grade 6 110.22 (4) (A) self-select text and read	Grade 7 110.23 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  de-level text with fluer Grade 7 110.23 (4) (A) self-select text and read independently for a	Grade 8 110.24 (3) (A) adjust fluency when reading gradelevel text based on the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose of the reading purpose of the reading purpose of the reading purpose.  The purpose of the reading purpose	n. The student is expe English I 110.36  (A) self-select text and read	cted to: English II 110.37 (3) (A) self-select text and read independently for a	English III 110.38 (3) (A) self-select text and read	English IV 110.39  (A) self-select text and read

Comprehension ski	lls: listening, speakir	ng, reading, writing, a	and thinking using m	ultiple texts. The stu	dent uses metacognit	ive skills to both dev	relop and deepen cor	nprehension of incre	asingly complex text	s. The student is exp	ected to:	
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(5)	(6)	(6)	(6)	(6)	(6)	(5)	(5)	(5)	(4)	(4)	(4)	(4)
(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose
for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned
and self-selected	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected text;	and self-selected					
texts with adult	texts with adult	texts;	texts;	texts;	texts;		texts;	texts;	texts;	texts;	texts;	texts;
assistance;	assistance;											
(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate
questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text
before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and
after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to
deepen understanding	g deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	g deepen understanding	g deepen understanding	deepen understanding
and gain information	and gain information	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;
with adult assistance;	with adult assistance;											
(C) make and	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make, correct, or	(C) make and correct			
confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	or confirm	or confirm	or confirm	or confirm
using text features	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	predictions using text	predictions using text	predictions using text	predictions using text
and structures with	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	features,	features,	features,	features,
adult assistance;	genre, and structures	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	characteristics of	characteristics of	characteristics of	characteristics of
	with adult assistance;								genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;
(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental
images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen
understanding with	understanding with	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
adult assistance;	adult assistance;	ζ,	ω,	σ,	<i>G</i> ,	<i>G</i> ,	<i>G</i> ,	σ,	ω,	ζ,	ε,	
(E) make connections	s (E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	s (E) make connections	s (E) make connections	(E) make connections
to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal
•	experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas in	•	experiences, ideas in	experiences, ideas in	experiences, ideas in	•	experiences, ideas in	•	•
other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and
society with adult	society with adult	society;	society;	society;	society;	society;	society;	society;	society;	society;	society;	society;
assistance;	assistance;	•	•	• •	• /	• ,	• /	• /	•	• •	•	•
(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences	(F) make inferences
and use evidence to	and use evidence to				and use evidence to			and use evidence to	and use evidence to		and use evidence to	and use evidence to
support	support	support	support	support	support	support	support	support	support	support	support	support
understanding with	understanding with	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
adult assistance;	adult assistance;	<u> </u>	<u> </u>	<b>O</b> .	Ç.	<b>C</b> ,	<b>C</b> ,	<b>C</b> ,	<b>.</b>	<u>G</u> ,	<b>O</b> *	Ç.
(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details	(G) evaluate details
, ,				` '	` '	` '	, ,	* *	, ,	` '	` '	read to analyze key
most important with	most important with	•	ideas;	ideas;	ideas;	ideas;	ideas;	ideas;	ideas;	ideas;	key ideas;	ideas;
adult assistance;	adult assistance;	,	,	,	,	,	,	,	,	,	<b>,</b>	,
(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize
· · · · · ·	information to create	` ' •	` ' •	` / •	` ' •	· ' •	` / •	` ' •	· / •	` ' •	information from a	information from a
new understanding					new understanding;			new understanding;	texts to create new	multiple texts to	variety of text types	variety of text types
•	with adult assistance;	•	and	and	and	and	and	and	understanding; and	create new	to create new	to create new
and	and								<i>5,</i>	understanding; and	understanding; and	understanding; and

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(I) monitor	(I) monitor											
comprehension and	comprehension and											
make adjustments	make adjustments											
such as re-reading,	such as re-reading,											
using background	using background											
knowledge, checking	knowledge, checking	knowledge, checking	knowledge, asking	knowledge, asking								
for visual cues, and	for visual cues, and	for visual cues, and	questions, and	questions, and	questions, and	questions, and	questions, and	questions, and	questions, and	questions, and	questions, annotating,	questions, annotating,
asking questions	asking questions	asking questions	annotating when	and using outside	and using outside							
when understanding	when understanding	when understanding	understanding breaks	sources when	sources when							
breaks down with	breaks down.	breaks down.	down.	down.	down.	down.	down.	down.	down.	down.	understanding breaks	understanding breaks
adult assistance.											down.	down.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(6)	(7)	(7)	(7)	(7)	(7)	(6)	(6)	(6)	(5)	(5)	(5)	(5)
(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe
personal connection	s personal connection	s personal connections	personal connections	personal connections	s personal connections	s personal connections	personal connections	s personal connection	s personal connection	s personal connections	personal connections	s personal connectio
to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of
sources;	sources;	sources;	sources, including self-selected texts;									
(B) provide an oral,	(B) write brief	(B) write brief	(B) write a response	(B) write responses								
pictorial, or written	` '	y comments on literary	•	that demonstrate								
response to a text;	or informational	or informational	informational text	understanding of	analysis of texts,	analysis of texts,						
1 ,	texts;	texts that	that demonstrates an	ū	texts, including	including comparing	•					
	,	demonstrate an	understanding of a	comparing and	comparing and	comparing sources	comparing sources	comparing sources	comparing texts	comparing texts	texts within and	texts within and
		understanding of the	•	contrasting ideas	contrasting ideas	within and across	across genres;	across genres;				
		text;		across a variety of	across a variety of	genres;	genres;	genres;	genres;	genres;	<i>C</i> ,	
				sources;	sources;							
(C) use text evidence	e (C) use text evidenc	e (C) use text evidence	(C) use text evidence	(C) use text evidence	e (C) use text evidence	e (C) use text evidence	(C) use text evidence	e (C) use text evidence	e (C) use text evidence	e (C) use text evidence	e (C) use text evidence	e (C) use text eviden
to support an	to support an	to support an	to support an	to support an	to support an	to support an	to support an	to support an	and original	and original	and original	and original
appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	commentary to	commentary to	commentary to	commentary to
response;	response;	response;	response;	response;	response;	response;	response;	response;	support a	support an	support an analytic	support an
•	•	•	•	-	•	•	•	•	comprehensive	interpretive	response;	evaluative response
									response;	response;		
(D) retell texts in	(D) retell texts in	(D) retell and	(D) retell and	(D) retell,	(D) retell,	(D) paraphrase and						
ways that maintain	ways that maintain	paraphrase texts in	paraphrase texts in	paraphrase, or	paraphrase, or	summarize texts in						
meaning;	meaning;	ways that maintain	ways that maintain	summarize texts in	summarize texts in	ways that maintain						
meaning,	meaning,	meaning and logical	meaning and logical		ways that maintain	meaning and logical	meaning and logical	•	meaning and logical	•	meaning and logical	meaning and logica
		order;	order;	meaning and logical	•		order;	order;	order;	order;	order;	order;
		order,	order,	order;	order;	order,	order,	order,	order,	order,	order,	01401,
(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with
sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in
meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways
such as illustrating	such as illustrating	such as illustrating	such as notetaking,									
or writing; and	or writing; and	or writing; and	annotating,									
			freewriting, or									
			illustrating;									
(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using
newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	, , ,	l acquired content and		
vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	•	y academic vocabulary	•	•
appropriate.	appropriate.	appropriate.	appropriate; and	appropriate; and	appropriate; and	appropriate;	appropriate;	appropriate;	as appropriate;	as appropriate;	as appropriate;	as appropriate;
Traff		Tr- F	Trr, and	Trrw, with	rr-r-me, and	-rr-r,	T F- F	Trr		-FFFrance,		
			•	· · ·	(G) discuss specific	(G) discuss and						
					ideas in the text that		write about the					
			are important to the	are important to the	are important to the	explicit or implicit	explicit and implicit	explicit and implic				
			meaning.	meaning.	meaning.	meanings of text;						

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

## K - 12 Vertical Alignment

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(7)	(8)	(8)	(8)	(8)	(8)	(7)	(7)	(7)	(6)	(6)	(6)	(6)
(A) discuss topics	(A) discuss topics	(A) discuss topics and determine theme	(A) infer the theme	(A) infer basic	(A) infer multiple	(A) infer multiple	(A) infer multiple	(A) analyze how	(A) analyze how	(A) analyze how	(A) analyze	(A) analyze relationships among
and determine the				**		themes within and across texts using	themes within and	themes are	themes are	themes are	relationships among	1 0
basic theme using text evidence with	-	with adult assistance	distinguishing theme	text evidence;	using text evidence;	text evidence;	across texts using text evidence;	developed through the interaction of	developed through characterization and	developed through characterization and	thematic development,	thematic development,
adult assistance;	with adult assistance,	, with adult assistance	, from topic,			text evidence,	text evidence,	characters and	plot in a variety of	plot, including	characterization,	characterization,
adult assistance,								events;	literary texts;	comparing similar	point of view,	point of view,
								events,	niciary texts,	themes in a variety of	•	significance of
										literary texts	setting, and plot in a	setting, and plot in a
										representing different		variety of literary
										cultures;	texts;	texts;
(D) identify and	(P) describe the	(P) describe the	(D) avalain the	(D) avalain the	(D) analyza tha	(D) analyza how the	(D) analyza how	(D) analyza how	(D) analyza how	•		
(B) identify and describe the main	(B) describe the main character(s)	(B) describe the main character's	(B) explain the relationships among	(B) explain the interactions of the	(B) analyze the relationships of and	(B) analyze how the characters' internal	(B) analyze how characters' qualities	(B) analyze how characters'	(B) analyze how authors develop	(B) analyze how authors develop	(B) analyze how characters' behaviors	(B) analyze how characters' behaviors
character(s);	and the reason(s) for		the major and minor	characters and the	conflicts among the	and external	influence events and		complex yet	complex yet	and underlying	and underlying
character(s),	their actions;	and external traits;	characters;	changes they	characters;	responses develop	resolution of the	behaviors influence	believable characters	• •	motivations	motivations
	then detrons,	and external traits,	characters,	undergo;	characters,	the plot;	conflict;	events and resolution		characters, including		contribute to moral
						F,	,	of the conflict;	through a range of	archetypes, through	dilemmas that	dilemmas that
									literary devices,	historical and	influence the plot	influence the plot
									including character	cultural settings and	and theme;	and theme;
									foils;	events;		
(C) 1	(0) 1	(C) 1 1 1	(0)11-1	(C)11.1	(C)11.1	(C)11-1	(0)11-1	(C)1	(C)1	(C)1	(C) - 1 - 1 - 1 -	(C)
(C) describe the	(C) describe plot	(C) describe and	(C) analyze plot	(C) analyze plot	(C) analyze plot	(C) analyze plot	(C) analyze plot	(C) analyze non-	(C) analyze non-	•	(C) evaluate how	(C) critique and
elements of plot	elements, including	understand plot	•	elements, including	elements, including	elements, including	elements, including	linear plot	linear plot	scenes and their	different literary	evaluate how
development, including the main	the main events, the problem, and the		the sequence of events, the conflict,	the rising action, climax, falling	rising action, climax,	rising action, climax,	foreshadowing and	development such as flashbacks,	development such as flashbacks,		elements shape the author's portrayal of	complex plot
•	resolution, for texts	the main events, the conflict, and the	and the resolution;	action, and	falling action, and resolution; and	falling action, resolution, and non-	•		foreshadowing,	a whole; and	the plot; and	structures such as subplots contribute
and the resolution for			and the resolution,	resolution; and	resolution, and	linear elements such	•	•	subplots, and parallel		the plot, and	to and advance the
texts read aloud with		read aloud and	and	resolution, and		as flashback; and	the plot, and	plot structures and	plot structures and			action; and
adult assistance; and	macpendentry, and	independently; and				as mashback, and		compare it to linear	compare it to linear			action, and
addit assistance, and		macpendentry, and						plot development;	plot development;			
								and	and			
(D) describe the	(D) describe the	(D) describe the	(D) explain the	(D) explain the	(D) analyze the	(D) analyze how the	(D) analyze how the			(D) analyze how	(D) analyze how the	(D) evaluate how the
setting.	setting.	importance of the	influence of the	influence of the	influence of the	setting, including	setting influences	· · · · •	setting influences the	· · · · · · · · · · · · · · · · · · ·	historical, social, and	` '
<del></del>	<del>-</del>	setting.	setting on the plot.	setting, including	setting, including	historical and	character and plot	values and beliefs of	•	cultural settings	economic context of	
		<b>6</b> .	6 F	historical and	historical and	cultural settings,	development.	characters.		influence	setting(s) influences	
				cultural settings, on	cultural settings, on	influences character	1			characterization,	the plot,	the plot,
				the plot.	the plot.	and plot				plot, and theme	characterization, and	-
				•	•	development.				across texts.	theme.	theme.
Multiple gaprasi lista	uning engaking roadin	a writing and thinking	g using multiple texts	ganras The student re	comizes and analyzes	ganra spacific charact	arietice etmotures and	nurnosas within and a	oross incressingly com	nlay traditional conto	mnorary classical and	diverse tayte The
student is expected to	O 1	g, witning, and unnking	g using multiple texts	gemes. The student le	cognizes and analyzes	geme-specific charact	eristics, structures, and	purposes within and a	cross increasingly coll	ipica traditional, conte	imporary, ciassicar, alic	i diverse texts. The
(8)	(9)	(9)	(9)	(9)	(9)	(8)	(8)	(8)	(7)	(7)	(7)	(7)
				,						,		

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	- · · · · - · · · · · · · · · · · · · ·	world literature	(A) read and analyze American literature across literary periods;	(A) read and analyze British literature across literary periods;
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	(B) explain visual patterns and structures in a variety of poems;	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	of meter and structural elements such as line breaks in poems across a	of rhyme scheme, meter, and graphical	t (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;	structure, prosody, and graphic elements such as line length	types of rhymes such		(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;
(C) discuss main characters in drama;	(C) discuss elements of drama such as characters and setting;	of drama such as	(C) discuss elements of drama such as characters, dialogue, setting, and acts;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	playwrights develop characters through	(C) analyze how playwrights develop characters through dialogue and staging	(C) analyze how playwrights develop dramatic action ; through the use of acts and scenes;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	•	(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) analyze characteristics and structural elements of informational text, including:	(D) analyze characteristics and f structural elements of informational text, including:	(D) analyze characteristics and f structural elements of informational text, including:	(D) analyze characteristics and structural elements or informational texts such as:	(D) analyze characteristics and f structural elements of informational texts such as:	(D) analyze characteristics and f structural elements of informational texts such as:	(D) critique and evaluate f characteristics and structural elements of informational texts such as:
(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea and supporting evidence with adult assistance;	(i) the central idea with supporting evidence;	(i) the central idea with supporting evidence;	(i) the central idea with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) the controlling idea or thesis with supporting evidence;	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and	(i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and
(ii) titles and simple graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	pronunciation guides and diagrams to	(ii) features such as insets, timelines, and sidebars to support understanding; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements; and	(ii) features such as footnotes, endnotes, and citations; and				

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(iii) the steps in a sequence with adult assistance;	110.3 (iii) organizational patterns such as chronological order and description with adult assistance;	110.4 (iii) organizational patterns such as chronological order and cause and effect stated explicitly;	110.5 (iii) organizational patterns such as cause and effect and problem and solution;	110.6 (iii) organizational patterns such as compare and contrast;	110.7 (iii) organizational patterns such as logical order and order of importance;	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	110.23 (iii) organizational patterns that support multiple topics, categories, and subcategories;	patterns within a text	(ii) multiple organizational patterns within a text; to develop the thesis	0	· ·	(ii) the relationship between n organizational design ; and author's purpose;
is trying to persuade	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text, including:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and of structural elements of argumentative texts such as:	(E) analyze characteristics and f structural elements o argumentative texts such as:	(E) critique and evaluate f characteristics and structural elements of argumentative texts such as:
		(i) stating what the author is trying to persuade the reader to think or do; and	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
		(ii) distinguishing facts from opinion; and	(ii) distinguishing facts from opinion; and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument;	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter argument; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
			(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifying the intended audience or reader; and	(iii) identifiable audience or reader; and			
(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze the effectiveness of characteristics of multimodal and digital texts.	(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.

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

purposefully in order	to develop his or her o	wn products and perfor	mances. The student is	expected to:								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(9)	(10)	(10)	(10)	(10)	(10)	(9)	(9)	(9)	(8)	(8)	(8)	(8)
(A) discuss with adul	t (A) discuss the	(A) discuss the	(A) explain the	(A) explain the	(A) explain the	(A) explain the	(A) explain the	(A) explain the	(A) analyze the	(A) analyze the	(A) analyze the	(A) evaluate the
assistance the	author's purpose for	author's purpose for	author's purpose and	author's purpose and	author's purpose and	author's purpose and	author's purpose and	author's purpose and	author's purpose,	author's purpose,	author's purpose,	author's purpose,
author's purpose for	writing text;	writing text;	message within a	message within a	message within a	message within a	message within a	message within a	audience, and	audience, and	audience, and	audience, and
writing text;			text;	text;	text;	text;	text;	text;	message within a	message within a	message within a	message within a
									text.	text.	text:	text:
` '	t (B) discuss how the	(B) discuss how the	(B) explain how the	(B) explain how the	(B) analyze how the	(B) analyze how the	(B) analyze how the	(B) analyze how the	(B) analyze use of	(B) analyze use of	(B) evaluate use of	(B) evaluate use of
assistance how the	use of text structure	use of text structure	use of text structure	use of text structure	use of text structure	use of text structure	use of text structure	use of text structure	text structure to	text structure to	text structure to	text structure to
use of text structure	contributes to the	contributes to the	contributes to the	contributes to the	contributes to the	contributes to the	contributes to the	contributes to the	achieve the author's	achieve the author's	achieve the author's	achieve the author's
contributes to the	author's purpose;	author's purpose;	author's purpose;	author's purpose;	author's purpose;	author's purpose;	author's purpose;	author's purpose;	purpose;	purpose;	purpose;	purpose;
author's purpose;												
(C) discuss with adul-	t (C) discuss with adul	t (C) discuss the	(C) explain the	(C) analyze the	(C) analyze the	(C) analyze the	(C) analyze the	(C) analyze the	(C) evaluate the	(C) evaluate the	(C) evaluate the	(C) evaluate the
assistance the	assistance the	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print	author's use of print
author's use of print	author's use of print	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features	and graphic features
and graphic features	*	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific	to achieve specific
to achieve specific	to achieve specific	purposes;	purposes;	purposes;	purposes;	purposes;	purposes;	purposes;	purposes;	purposes;	purposes;	purposes;
purposes;	purposes;	purposes,	purposes,	purposes,	purposes,	purposes,	purposes,	purposes,	purposes,	purposes,	purposes,	purposes,
		(B) II 1 (		(D) 1 11 1 1	(B) 1 11 1 1	(5) 1 !! 1 .1	(D) 1 11 1 1	(D) 1 11 1	(D) 1 1 1	(B) 1 1 1	(D) 1 1 1	(D) !!
, ,	t (D) discuss how the	* *	` '	` '	` '	(D) describe how the	` '	` '	•	(D) analyze how the	(D) evaluate how the	•
assistance how the	author uses words	descriptive, literal,	author's use of	author's use of	author's use of	author's use of	author's use of	author's use of	author's use of	author's use of	author's use of	evaluate how the
author uses words	that help the reader	and figurative	imagery, literal and	imagery, literal and	imagery, literal and	figurative language	figurative language	figurative language	language achieves	0 0	language informs and	
that help the reader	visualize; and	language;	figurative language	figurative language	figurative language	such as metaphor and	such as metaphor and		specific purposes;	shapes the perception	shapes the perception	
visualize; and			such as simile, and	such as simile and	such as simile and	personification	personification	metaphor achieves		of readers;	of readers;	shapes the perception
			sound devices such as	metaphor, and sound	metaphor, and sound	achieves specific	achieves specific	specific purposes;				of readers;
			onomatopoeia	devices such as	devices achieves	purposes;	purposes;					
			achieves specific	alliteration and	specific purposes;							
			purposes;	assonance achieves								
				specific purposes;								
(E) listen to and	(E) listen to and	(E) identify the use of	(E) identify the use of	(E) identify and	(E) identify and	(E) identify the use of	f (E) identify the use of	(E) identify and	(E) analyze the use of	(E) analyze the use of	(E) evaluate the use	(E) evaluate the use
experience first- and	experience first- and	first or third person in	•	•	understand the use of	literary devices,	literary devices,	analyze the use of	•	literary devices such	' '	of literary devices
third-person texts.	third-person texts.	a text; and	including first- or	literary devices,	literary devices,	including omniscient	•	•	as irony and	as irony, sarcasm,	such as paradox,	such as paradox,
umu-person texts.	umu-person texts.	a text, and	Č	•	•	and limited point of	o v	•	•	• '	•	satire, and allegory to
			third-person point of	Č	including first- or	1	and objective point of	0 1	•			
			view;		third-person point of		view;	points of view and	specific purposes;	specific purposes;	achieve specific	achieve specific
				view;	view;	specific purpose;		irony;			purposes;	purposes;
			(F) discuss how the	(F) discuss how the	(F) examine how the	(F) analyze how the	(F) analyze how the	(F) analyze how the	(F) analyze how the	(F) analyze how the	(F) evaluate how the	(F) evaluate how the
			author's use of	author's use of	author's use of	author's use of	author's use of	author's use of	author's diction and	author's diction and	author's diction and	author's diction and
							language contributes		syntax contribute to	syntax contribute to	syntax contribute to	syntax contribute to
			to voice; and	to voice; and	to voice; and	to mood and voice;	to mood, voice, and	to the mood, voice,	•	•	the mood, voice, and	•
			,	,	,	and	tone; and	and tone; and	tone of a text; and	tone of a text; and	tone of a text; and	text; and
							- ,	<del>,</del>				.,

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
		(F) identify and	(G) identify and	(G) identify and	(G) explain the	(G) explain the	(G) explain the	(G) explain the	(G) explain the	(G) analyze the	(G) analyze the	(G) analyze the
		explain the use of	explain the use of	explain the use of	purpose of hyperbole,	differences between	purpose of rhetorical	purpose of rhetorical	purpose of rhetorical	purpose of rhetorical	effects of rhetorical	effects of rhetorical
		repetition.	hyperbole.	anecdote.	stereotyping, and	rhetorical devices and	l devices such as direct	devices such as	devices such as	devices such as	devices and logical	devices and logical
					anecdote.	logical fallacies.	address and rhetorical	l analogy and	understatement and	appeals, antithesis,	fallacies on the way	fallacies on the way
							questions and logical	juxtaposition and of	overstatement and the	parallelism, and shifts	the text is read and	the text is read and
							fallacies such as	logical fallacies such	effect of logical	and the effects of	understood.	understood.
							loaded language and	as bandwagon	fallacies such as	logical fallacies.		
							sweeping	appeals and circular	straw man and red			
							generalizations.	reasoning.	herring arguments.			

Composition: listening											English III	English IV
•	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
	(11)	(11)	(11)	(11)	(11)	(10)	(10)	(10)	(9)	(9)	(9)	(9)
	` '	. ,		` '	(A) plan a first draft	(A) plan a first draft	(A) plan a first draft	(A) plan a first draft	(A) plan a piece of			
	by generating ideas	by generating ideas		` ' *	· / •	by selecting a genre	by selecting a genre	by selecting a genre	writing appropriate	writing appropriate	writing appropriate	writing appropriate
•	for writing such as by			for a particular topic,		appropriate for a	appropriate for a	appropriate for a	for various purposes	for various purposes	for various purposes	for various purpose
•	drawing and	drawing and	purpose, and	purpose, and	purpose, and	particular topic,	particular topic,	particular topic,	and audiences by	and audiences by	and audiences by	and audiences by
	brainstorming;	brainstorming;	audience using a	audience using a	audience using a	purpose, and	purpose, and	purpose, and	generating ideas	generating ideas	generating ideas	generating ideas
<i>G</i> .,	ζ,	6,	range of strategies	range of strategies	range of strategies	audience using a	audience using a	audience using a	through a range of			
			such as	such as	such as	range of strategies	range of strategies	range of strategies	strategies such as	strategies such as	strategies such as	strategies such as
			brainstorming,	brainstorming,	brainstorming,	such as discussion,	such as discussion,	such as discussion,	brainstorming,	brainstorming,	brainstorming,	brainstorming,
			freewriting, and	freewriting, and	freewriting, and	background reading,	background reading,	background reading,	journaling, reading,	journaling, reading,	journaling, reading,	journaling, reading,
			mapping;	mapping;	mapping;	and personal	and personal	and personal	or discussing;	or discussing;	or discussing;	or discussing;
						interests;	interests;	interests;				
(B) develop drafts in	(B) develop drafts in	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts
•	oral, pictorial, or	•	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,
=	written form by:	of writing by:	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and
organizing ideas;			coherent piece of	coherent piece of	coherent piece of	coherent piece of	coherent piece of	coherent piece of	coherent piece of	coherent piece of	coherent piece of	coherent piece of
			writing by:	writing by:	writing by:	writing by:	writing by:	writing by:	writing in timed and			
									open-ended	open-ended	open-ended	open-ended
									situations by:	situations by:	situations by:	situations by:
	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) using an	(i) using an	(i) using strategic	(i) using strategic
	structure; and	structure; and	purposeful structure,			purposeful structure,	purposeful structure,	purposeful structure,	organizing structure		organizational	organizational
			including an	including an	including an	including an	including an	including an	appropriate to	appropriate to	structures appropriate	
			introduction and a	introduction,	introduction,	introduction,	introduction,	introduction,	purpose, audience,	purpose, audience,	to purpose, audience,	
			conclusion; and	transitions, and a	transitions, and a		e transitions, coherence		e topic, and context;	topic, and context;	topic, and context;	topic, and context;
				conclusion; and	conclusion; and	within and across paragraphs, and a	within and across paragraphs, and a	within and across paragraphs, and a	and	and	and	and
						conclusion; and	conclusion; and	conclusion; and				
	(ii) dayalaning an	(ii) developing an	(ii) davalaning an	(ii) dayalaning an	(ii) dayalaning an	(ii) dayalaning an	(ii) dayalaning an	(ii) davalaning an	(ii) dayalaning an	(ii) dayalaning an	(ii) dayalaning an	(ii) dayalaning an
	(ii) developing an idea with specific	idea with specific	(ii) developing an engaging idea with	(ii) developing an engaging idea with	(ii) developing an engaging idea	(ii) developing an engaging idea	(ii) developing an engaging idea	(ii) developing an engaging idea	(ii) developing an engaging idea	(ii) developing an engaging idea	(ii) developing an engaging idea	(ii) developing an engaging idea
	1	and relevant details;		relevant details;		reflecting depth of				reflecting depth of	reflecting depth of	reflecting depth of
	and refevant details,	and refevant details,	relevant details,	reievant details,						thought with specific		thought with
					facts and details;	facts and details;	facts, details, and	facts, details, and	details, examples,	details, examples,	effective use of	effective use of
					·····,	····,	examples;	examples;	and commentary;	and commentary;	rhetorical devices,	rhetorical devices,
							•	•	•	·	details, examples,	details, examples,
											and commentary;	and commentary;
(C) revise drafts by	(C) revise drafts by	(C) revise drafts by	(C) revise drafts to	(C) revise drafts to	(C) revise drafts to	(C) revise drafts for	(C) revise drafts for	(C) revise drafts for	(C) revise drafts to			
•	adding details in	adding, deleting, or	improve sentence	improve sentence	improve sentence	clarity, development,	` '	clarity, development,	` '	improve clarity,	improve clarity,	improve clarity,
•	pictures or words;		structure and word	structure and word	structure and word	organization, style,	organization, style,	organization, style,	development,	development,	development,	development,
		phrases, or sentences;	; choice by adding,	choice by adding,	choice by adding,	word choice, and	word choice, and	word choice, and	organization, style,	organization, style,	organization, style,	organization, style,
			deleting, combining,	deleting, combining,	deleting, combining,	sentence variety;	sentence variety;	sentence variety;	diction, and sentence	diction, and sentence		
			and rearranging ideas	and rearranging ideas	and rearranging ideas				effectiveness,	effectiveness,	fluency, both within	fluency, both within
			for coherence and	for coherence and	for coherence and				including use of	including use of	and between	and between
			clarity;	clarity;	clarity;				•	parallel constructions	sentences;	sentences;
									and placement of	and placement of		
									phrases and dependent clauses;	phrases and dependent clauses;		

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	English conventions	(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	sentences with subject-verb agreement and	sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	sentences and avoidance of	,	
(ii) verbs;	(ii) past and present verb tense;	(ii) past, present, and future verb tense;	(ii) past, present, and future verb tense;	(ii) past tense of irregular verbs;	(ii) past tense of irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;		
(iii) singular and plural nouns;			(iii) singular, plural, common, and proper nouns;		(iii) collective nouns;							
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;							
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;					
(v) prepositions;	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	· / I I	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	· / I I	· / I I				
(vi) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including reflexive;	(vii) pronouns, including indefinite;	(v) pronouns, including relative;	(v) pronoun- antecedent agreement;	(iv) pronoun- antecedent agreement;	(iii) pronoun- antecedent agreement;	(iii) pronoun- antecedent agreement;		
		(viii) coordinating conjunctions to form compound subjects and predicates;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	•	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	complex sentences and correlative					

<b>Y71</b>	G 1.1	G 1.2	<u> </u>	<u> </u>	<u> </u>		G 1.5	G 1.0	T 11.1		T 11 1 111	T #1 W
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(vii) capitalization of					(ix) capitalization of	(vii) capitalization of		(v) correct	(iv) correct	iv) correct	110.36	110.39
the first letter in a	for the beginning of		official titles of	historical periods,	abbreviations,	proper nouns,	capitalization;	capitalization;	capitalization;	capitalization;		
sentence and name;	sentences and the	week, and the	people, holidays, and	•	initials, acronyms,	including	capitalization,	oupituiizution,	capitalization,	cupituiizution,		
,	pronoun "I";	salutation and			and organizations;	abbreviations,						
	r , ,	conclusion of a letter;		books; stories and		initials, acronyms,						
		•	ī	essays; and		and organizations;						
				languages, races, and								
				nationalities;								
(viii) punctuation	(ix) punctuation	(x) end punctuation,	(x) punctuation	(x) punctuation	(x) punctuation	(viii) punctuation	(viii) punctuation,	(vi) punctuation,	(v) punctuation,	(v) punctuation,		
marks at the end of	marks at the end of	apostrophes in	marks, including	marks, including	marks, including	marks, including	including commas to	including commas in	including commas,	including commas,		
declarative	declarative,	contractions, and	apostrophes in	apostrophes in	commas in	commas in complex	set off words,	nonrestrictive	semicolons, colons,	semicolons, colons,		
sentences; and	exclamatory, and	commas with items in		possessives, commas	•	sentences,	phrases, and clauses	1	and dashes to set off	*		
	interrogative	a series and in dates;	•	in compound	complex sentences,	transitions, and	and semicolons; and		phrases and clauses	parentheses to set off		
	sentences; and	and	commas in	sentences, and	quotation marks in	introductory		and parentheses; and	as appropriate; and	phrases and clauses		
			compound sentences	•	dialogue, and italics	elements; and				as appropriate; and		
			and items in a series;	dialogue; and	and underlining for							
			and		titles and emphasis;							
(ix) correct spelling	(x) correct spelling of	f (xi) correct spelling	(xi) correct spelling	(xi) correct spelling	and (xi) correct spelling	(ix) correct spelling,	(ix) correct spelling	(vii) correct spelling,	(vi) correct spelling:	(vi) correct spelling;		
of words with grade-						including commonly				and		
appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	confused terms such	confused terms such	confused terms such				
		orthographic patterns					as its/it's,	as its/it's,				
and rules and high-					and rules and high-	affect/effect,	affect/effect,	affect/effect,				
frequency words; and	I frequency words with	frequency words; and	frequency words; and	frequency words; and	frequency words; and	l there/their/they're,	there/their/they're,	there/their/they're,				
	adult assistance; and					and to/two/too; and	and to/two/too; and	and to/two/too; and				
(E) share writing.	(E) publish and share	(E) publish and share	(E) publish written	(E) publish written	(E) publish written	(E) publish written	(E) publish written	(E) publish written	(E) publish written	(E) publish written	(E) publish written	(E) publish written
(=) Similar	writing.	writing.	· · · ·	· · ·	· · · ·	work for appropriate		work for appropriate	· / •	· · •	· / I	work for appropriate
			audiences.	audiences.	audiences.	audiences.	audiences.	audiences.	audiences.	audiences.	audiences.	audiences.
-												
	<u> </u>	· · · · · · · · · · · · · · · · · · ·	<u> </u>	<u> </u>	*	racteristics and craft			•			
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(11)	(12)	(12)	(12)	(12)	(12)	(11)	(11)	(11)	(10)	(10)	(10)	(10)
(A) dictate or	(A) dictate or	(A) compose literary texts, including	•	- · · · · · · · · · · · · · · · ·		<ul><li>(A) compose literary</li><li>l texts such as personal</li></ul>				(A) compose literary texts such as fiction	•	•
compose literary texts, including	compose literary texts, including	personal narratives	texts, including personal narratives	narratives and poetry		narratives, fiction,	narratives, fiction,	narratives, fiction,	and poetry using	and poetry using	and poetry using	texts such as fiction and poetry using
personal narratives;	personal narratives	and poetry;	and poetry, using	using genre	and poetry using	and poetry using	and poetry using	and poetry using	genre characteristics			genre characteristics
and	and poetry;	and poetry,		characteristics and	genre characteristics			genre characteristics	•	and craft;	and craft;	and craft;
unu	and poonly,		and craft;	craft;	and craft;	and craft;	and craft;	and craft;	und Cluit,	and crait,	and crait,	und Cluit,
			and crait,	Ciuit,	and crait,	una crart,	and crait,	una crart,				

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(B) dictate or compose informational texts.	(B) dictate or compose informational texts,	(B) compose informational texts, including procedural texts and reports; and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	(B) compose informational texts, including multiparagraph essays that convey information about a topic, using a clear controlling idea	(B) compose informational texts, including multiparagraph essays that convey information about a topic, using a	(B) compose informational texts, including multiparagraph essays that convey information about a topic, using a	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics	(B) compose informational texts such as explanatory essays, reports, and personal essays using	(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using	(B) compose informational texts such as explanatory essays, reports, resumes, and g personal essays using
			including opinion	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose multi- paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi- paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi- paragraph argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft;	(C) compose argumentative texts using genre characteristics and craft;
	(C) dictate or compose correspondence such as thank you notes or letters.	as thank you notes or	(D) compose correspondence such as thank you notes or letters.			(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	professional or	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure;	(D) compose correspondence in a professional or friendly structure;
											(E) compose literary analysis using genre characteristics and craft; and	(E) compose literary analysis using genre characteristics and craft; and
											(F) compose rhetorical analysis using genre characteristics and craft.	(F) compose rhetorical analysis using genre characteristics and craft.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(12)	(13)	(13)	(13)	(13)	(13)	(12)	(12)	(12)	(11)	(11)	(11)	(11)
(A) generate	(A) generate	(A) generate	(A) generate	(A) generate and	(A) generate and			(A) generate student-	•	(A) develop	(A) develop	(A) develop
questions for formal	•	•	questions on a topic	• •	clarify questions on a			selected and teacher-	•	*	questions for formal	questions for form
and informal inquiry				topic for formal and	topic for formal and	guided questions for	•	•	and informal inquiry;	; and informal inquiry;	and informal inquiry;	and informal inqui
with adult assistance;	with adult assistance;	with adult assistance;	informal inquiry;	informal inquiry;	informal inquiry;	formal and informal	formal and informal	formal and informal				
						inquiry;	inquiry;	inquiry;				
									(B) critique the	(B) critique the	(B) critique the	(B) critique the
									research process at	research process at	research process at	research process at
									each step to	each step to	each step to	each step to
									implement changes	implement changes	implement changes	implement changes
									as needs occur and	as needs occur and	as needs occur and	as needs occur and
									are identified;	are identified;	are identified;	are identified;
(B) develop and	(B) develop and	(B) develop and	(B) develop and	(B) develop and	(B) develop and	(B) develop and	(B) develop and	(B) develop and	(C) develop and	(C) develop and	(C) develop and	(C) develop and
follow a research	follow a research	follow a research	follow a research	follow a research	follow a research	revise a plan;	revise a plan;	revise a plan;	revise a plan;	revise a plan;	revise a plan;	revise a plan;
plan with adult	plan with adult	plan with adult	plan with adult	plan with adult	plan with adult							
assistance;	assistance;	assistance;	assistance;	assistance;	assistance;							
						(C) refine the major	(C) refine the major		•	•	(D) modify the major	
						•	•	=	=	_	research question as	=
								necessary, guided by		-	necessary to refocus	necessary to refocu
						the answers to a	the answers to a	the answers to a	the research plan;	the research plan;	the research plan;	the research plan;
						secondary set of	secondary set of	secondary set of				
						questions;	questions;	questions;				
(C) gather	(C) identify and	(C) identify and	(C) identify and	(C) identify and	(C) identify and	(D) identify and	(D) identify and	(D) identify and	(E) locate relevant	(E) locate relevant	(E) locate relevant	(E) locate relevant
information from a	gather relevant	gather relevant	gather relevant	gather relevant	gather relevant	gather relevant	gather relevant	gather relevant	sources;	sources;	sources;	sources;
variety of sources	sources and	sources and	information from a	information from a	information from a	information from a	information from a	information from a				
with adult assistance;	information to	information to	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;				
	answer the questions	answer the questions;										
	with adult assistance;											
		(D) identify primary	(D) identify primary	(D) identify primary	(D) understand	(E) differentiate	(E) differentiate	(E) differentiate				
		and secondary	and secondary	and secondary		` '		between primary and				
		sources;	sources;	sources;	and secondary	secondary sources;	secondary sources;	secondary sources;				
		sources,	5001005,	sources,	sources;	secondary sources,	secondary sources,	secondary sources,				
(D) demonstrate	(D) demonstrate	(E) demonstrate	(E) demonstrate	(E) demonstrate	(E) demonstrate	(F) synthesize	(F) synthesize	(F) synthesize	(F) synthesize	(F) synthesize	(F) synthesize	(F) synthesize
understanding of	understanding of	understanding of	understanding of	understanding of	understanding of	information from a	information from a	information from a	information from a	information from a	information from a	information from a
	information gathered	information gathered;	information gathered	; information gathered	information gathered;	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;
	with adult assistance;											
and	and		(E) recognize the	(E) recognize the	(E) differentiate	(C) differentiate	(C) differentiate	(C) differentiate				
			(F) recognize the difference between	(F) recognize the difference between	(F) differentiate	(G) differentiate	(G) differentiate	(G) differentiate				
				paraphrasing and	between	between paraphrasing and	between paraphrasing and	between paraphrasing and				
			paraphrasing and plagiarism when	plagiarism when	paraphrasing and plagiarism when	plagiarism when	plagiarism when	plagiarism when				
			using source	using source	using source	using source	using source	using source				
			materials;	materials;	materials;	materials;	materials;	materials;				
			,	,	,	,	,	,				

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22 (H) examine sources for: (i) reliability,	for: (i) reliability,	Grade 8 110.24 (H) examine sources for: (i) reliability,	English I 110.36 (G) examine sources for: (i) credibility and	English II 110.37 (G) examine sources for: (i) credibility and	English III 110.38 (G) examine sources for: (i) credibility, bias,	English IV 110.39 (G) examine sources for: (i) credibility, bias,
						credibility, and bias; and	credibility, and bias; and	credibility, and bias, including omission; and	bias, including omission; and	bias, including omission; and	and accuracy; and	and accuracy; and
						(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	such as ad hominem, loaded language, and		(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;	(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non- sequitur;
		(F) cite sources appropriately; and	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	mode of delivery,	mode of delivery,	mode of delivery,	e (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	mode of delivery,	(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.