

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

Strand 1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

| 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 |
| (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; | (A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax; | (A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and |
| (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; | (B) follow, restate, and give oral instructions that involve a series of related sequences of action; | (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; | (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; | (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; | (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and | (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, a variety of natural gestures, and conventions of language to communicate ideas effectively; and | (C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and | (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 | (C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and | (C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and | (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 |

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| (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and | (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and | (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and | (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and | (D) work collaboratively with others to develop a plan of shared responsibilities. | (D) work collaboratively with others to develop a plan of shared responsibilities. | (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. | (D) engage in meaningful discourse and provide and accept constructive feedback from others. | (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. | (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. | (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. | (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. | (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. | (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. | (E) develop social communication such as distinguishing between asking and telling. | (E) develop social communication such as conversing politely in all situations. | | | | | | | | | |

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

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|---|---|--|------------------|------------------|------------------|-------------------|-------------------|-------------------|---------------------|----------------------|-----------------------|----------------------|
| (2) | (2) | (2) | (2) | (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; (iii) identifying the individual words in a spoken sentence; | (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | (A) demonstrate phonological awareness by: (i) producing a series of rhyming words; | | | | | | | | | | |

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

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

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

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| | | (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and | (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; | (iv) spelling words using advanced knowledge of syllable division patterns; | (iv) spelling words using advanced knowledge of syllable division patterns; | | | | | | | |
| (iii) spelling high-frequency words from a research-based list; | (iv) spelling high-frequency words from a research-based list; | (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; | (vi) spelling words using knowledge of prefixes; and | (v) spelling words using knowledge of prefixes; and | (v) spelling words using knowledge of prefixes; and | | | | | | | |
| | | | (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; | (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | | | | | | | |
| (D) demonstrate print awareness by: | (D) demonstrate print awareness by identifying the information that different parts of a book provide; | | | | | | | | | | | |
| (i) identifying the front cover, back cover, and title page of a book; | | | | | | | | | | | | |
| (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; | | | | | | | | | | | | |
| (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; | | | | | | | | | | | | |

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| (iv) recognizing the difference between a letter and a printed word; and | | | | | | | | | | | | |
| (v) identifying all uppercase and lowercase letters; and | | | | | | | | | | | | |
| | (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and | (D) alphabetize a series of words and use a dictionary or glossary to find words; and | (C) alphabetize a series of words to the third letter; and | | | | | | | | | |
| (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. | (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | (E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. | (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | (C) write legibly in cursive to complete assignments. | (C) write legibly in cursive. | | | | | | | |
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | | | | | | | | | | | |
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| (3) | (3) | (3) | (3) | (3) | (3) | (2) | (2) | (2) | (2) | (2) | (2) | (2) |
| (A) use a resource such as a picture dictionary or digital resource to find words; | (A) use a resource such as a picture dictionary or digital resource to find words; | (A) use print or digital resources to determine meaning and pronunciation of unknown words; | (A) use print or digital resources to determine meaning, syllabication, and pronunciation; | (A) use print or digital resources to determine meaning, syllabication, and pronunciation; | (A) use print or digital resources to determine meaning, syllabication, and word origin; | (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | (A) use print or digital resources 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 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; | (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary; |
| (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and | (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; | (B) use context within and beyond a sentence to determine the meaning of unfamiliar words; | (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; | (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; | (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; | (B) use context such as definition, analogy, and examples to clarify the meaning of words; and | (B) use context such as contrast or cause and effect to clarify the meaning of words; and | (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and | (B) analyze context to distinguish between the denotative and connotative meanings of words; and | (B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and | (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and | (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and |

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| | (C) identify the meaning of words with the affixes -s, -ed, and -ing; and | (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and | (C) identify the meaning of and use words with affixes -such as im- (into), non-, dis-, in- (not), pre-, -ness, -y, and -ful; and | (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and | (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and | (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus. | (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. | (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc. | (C) determine the meaning of foreign words or phrases used frequently in English such as <i>bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.</i> | (C) determine the meaning of foreign words or phrases used frequently in English such as <i>pas de deux, status quo, déjà vu, avant-garde, and coup d'état.</i> | (C) determine the meaning of foreign words or phrases used frequently in English such as <i>ad hoc, faux pas, non sequitur, and modus operandi.</i> | (C) determine the meaning of foreign words or phrases used frequently in English such as <i>ad nauseum, in loco parentis, laissez-faire, and caveat emptor.</i> |
| (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | (D) identify and use words that name actions, directions, positions, sequences, categories, and locations. | (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. | (D) identify, use, and explain the meaning of homophones such as reign/rain. | (D) identify, use, and explain the meaning of adages and puns. | | | | | | | |

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

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|--|--|--|--|--|--|--|--|--|---------------------|----------------------|-----------------------|----------------------|
| (4) | (4) | (4) | (4) | (4) | (4) | (3) | (3) | (3) | | | | |
| (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | (A) adjust fluency when reading grade-level text based on the reading purpose. | (A) adjust fluency when reading grade-level text based on the reading purpose. | (A) adjust fluency when reading grade-level text based on the reading purpose. | | | | |

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with fluency and comprehension. The student is expected to:

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (4) | (5) | (5) | (5) | (5) | (5) | (4) | (4) | (4) | (3) | (3) | (3) | (3) |
| (A) self-select text and interact independently with text for increasing periods of time. | (A) self-select text and interact independently with text for increasing periods of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. | (A) self-select text and read independently for a sustained period of time. |

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

Strand 2

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

| Kindergarten | Grade 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 for reading assigned and self-selected texts with adult assistance; | (A) establish purpose for reading assigned and self-selected texts with adult assistance; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected text; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; | (A) establish purpose for reading assigned and self-selected texts; |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | (B) generate questions about text before, during, and after reading to deepen understanding and gain information; |
| (C) make and confirm predictions using text features and structures with adult assistance; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; | (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; | (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; | (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; |
| (D) create mental images to deepen understanding with adult assistance; | (D) create mental images to deepen understanding with adult assistance; | (D) create mental images to deepen understanding; |
| (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; | (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; | (E) make connections to personal experiences, ideas in other texts, and society; |
| (F) make inferences and use evidence to support understanding with adult assistance; | (F) make inferences and use evidence to support understanding with adult assistance; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; | (F) make inferences and use evidence to support understanding; |
| (G) evaluate details to determine what is most important with adult assistance; | (G) evaluate details to determine what is most important with adult assistance; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to determine key ideas; | (G) evaluate details read to understand key ideas; | (G) evaluate details read to analyze key ideas; |
| (H) synthesize information to create new understanding with adult assistance; and | (H) synthesize information to create new understanding with adult assistance; and | (H) synthesize information to create new understanding; and | (H) synthesize information to create new understanding; and | (H) synthesize information to create new understanding; and | (H) synthesize information to create new understanding; and | (H) synthesize information to create new understanding; and | (H) synthesize information to create new understanding; and | (H) synthesize information to create new understanding; and | (H) synthesize information from two texts to create new understanding; and | (H) synthesize information from multiple texts to create new understanding; and | (H) synthesize information from a variety of text types to create new understanding; and | (H) synthesize information from a variety of text types to create new understanding; and |

**English Language Arts and Reading
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Strand 2

| 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) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. |

**English Language Arts and Reading
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Strand 3

| Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | | | | | | | | | | | |
|--|---|--|--|---|---|--|--|--|--|--|---|---|
| Kindergarten | 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 personal connections to a variety of sources; | (A) describe personal connections to a variety of sources; | (A) describe personal connections to a variety of sources; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; |
| (B) provide an oral, pictorial, or written response to a text; | (B) write brief comments on literary or informational texts; | (B) write brief comments on literary or informational texts that demonstrate an understanding of the text; | (B) write a response to a literary or informational text that demonstrates an understanding of a text; | (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; | (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; | (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; | (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres; | (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres; |
| (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence and original commentary to support a comprehensive response; | (C) use text evidence and original commentary to support an interpretive response; | (C) use text evidence and original commentary to support an analytic response; | (C) use text evidence and original commentary to support an evaluative response; |
| (D) retell texts in ways that maintain meaning; | (D) retell texts in ways that maintain meaning; | (D) retell and paraphrase texts in ways that maintain meaning and logical order; | (D) retell and paraphrase texts in ways that maintain meaning and logical order; | (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | (E) interact with sources in meaningful ways such as illustrating or writing; and | (E) interact with sources in meaningful ways such as illustrating or writing; and | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; |
| (F) respond using newly acquired vocabulary as appropriate. | (F) respond using newly acquired vocabulary as appropriate. | (F) respond using newly acquired vocabulary as appropriate. | (F) respond using newly acquired vocabulary as appropriate; and | (F) respond using newly acquired vocabulary as appropriate; and | (F) respond using newly acquired vocabulary as appropriate; and | (F) respond using newly acquired vocabulary as appropriate; | (F) respond using newly acquired vocabulary as appropriate; | (F) respond using newly acquired vocabulary as appropriate; | (F) respond using acquired content and academic vocabulary as appropriate; | (F) respond using acquired content and academic vocabulary as appropriate; | (F) respond using acquired content and academic vocabulary as appropriate; | (F) respond using acquired content and academic vocabulary as appropriate; |
| | | | (G) discuss specific ideas in the text that are important to the meaning. | (G) discuss specific ideas in the text that are important to the meaning. | (G) discuss specific ideas in the text that are important to the meaning. | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; |

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

**English Language Arts and Reading
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Strand 4

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

| Kindergarten 110.2 | 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 |
|---|---|---|--|---|--|--|--|--|--|--|--|--|
| (7) | (8) | (8) | (8) | (8) | (8) | (7) | (7) | (7) | (6) | (6) | (6) | (6) |
| (A) discuss topics and determine the basic theme using text evidence with adult assistance; | (A) discuss topics and determine theme using text evidence with adult assistance; | (A) discuss topics and determine theme using text evidence with adult assistance; | (A) infer the theme of a work, distinguishing theme from topic; | (A) infer basic themes supported by text evidence; | (A) infer multiple themes within a text using text evidence; | (A) infer multiple themes within and across texts using text evidence; | (A) infer multiple themes within and across texts using text evidence; | (A) analyze how themes are developed through the interaction of characters and events; | (A) analyze how themes are developed through characterization and plot in a variety of literary texts; | (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures; | (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; | (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; |
| (B) identify and describe the main character(s); | (B) describe the main character(s) and the reason(s) for their actions; | (B) describe the main character's (characters') internal and external traits; | (B) explain the relationships among the major and minor characters; | (B) explain the interactions of the characters and the changes they undergo; | (B) analyze the relationships of and conflicts among the characters; | (B) analyze how the characters' internal and external responses develop the plot; | (B) analyze how characters' qualities influence events and resolution of the conflict; | (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict; | (B) analyze how authors develop complex yet believable characters through a range of literary devices, including character foils; | (B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events; | (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; | (B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; |
| (C) describe the elements of plot development, including the main events, the problem, the resolution for texts read aloud with adult assistance; and | (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and | (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and | (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and | (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and | (C) analyze plot elements, including rising action, climax, falling action, and resolution; and | (C) analyze plot elements, including rising action, climax, falling action, and non-linear elements such as flashback; and | (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and | (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and | (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and | (C) analyze isolated scenes and their contribution to the success of the plot as a whole; and | (C) evaluate how different literary elements shape the author's portrayal of the plot; and | (C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and |
| (D) describe the setting. | (D) describe the setting. | (D) describe the importance of the setting. | (D) explain the influence of the setting on the plot. | (D) explain the influence of the setting, including historical and cultural settings, on the plot. | (D) analyze the influence of the setting, including historical and cultural settings, on the plot. | (D) analyze how the setting, including historical and cultural settings, influences character and plot development. | (D) analyze how the setting influences character and plot development. | (D) explain how the setting influences the values and beliefs of characters. | (D) analyze how the setting influences the theme. | (D) analyze how historical and cultural settings influence characterization, plot, and theme across texts. | (D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. | (D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | | | | | | | | | | | |
| (8) | (9) | (9) | (9) | (9) | (9) | (8) | (8) | (8) | (7) | (7) | (7) | (7) |

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Strand 4

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|---|---|---|---|--|--|---|---|---|---|--|--|--|
| (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; | (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; | (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; | (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; | (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; | (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; | (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; | (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction; | (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories; | (A) read and respond to American, British, and world literature; | (A) read and analyze world literature across literary periods; | (A) read and analyze American literature across literary periods; | (A) read and analyze British literature across literary periods; |
| (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems; | (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; | (B) explain visual patterns and structures in a variety of poems; | (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; | (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; | (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; | (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; | (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms; | (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry; | (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; | (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms; | (B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms; | (B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures; |
| (C) discuss main characters in drama; | (C) discuss elements of drama such as characters and setting; | (C) discuss elements of drama such as characters, dialogue, and setting; | (C) discuss elements of drama such as characters, dialogue, setting, and acts; | (C) explain structure in drama such as character tags, acts, scenes, and stage directions; | (C) explain structure in drama such as character tags, acts, scenes, and stage directions; | (C) analyze how playwrights develop characters through dialogue and staging; | (C) analyze how playwrights develop characters through dialogue and staging; | (C) analyze how playwrights develop dramatic action through the use of acts and scenes; | (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; | (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; | (C) analyze how the relationships among dramatic elements advance the plot; | (C) analyze and evaluate how the relationships among the dramatic elements advance the plot; |
| (D) recognize characteristics and structures of informational text, including: | (D) recognize characteristics and structures of informational text, including: | (D) recognize characteristics and structures of informational text, including: | (D) recognize characteristics and structures of informational text, including: | (D) recognize characteristics and structures of informational text, including: | (D) recognize characteristics and structures of informational text, including: | (D) analyze characteristics and structural elements of informational text, including: | (D) analyze characteristics and structural elements of informational text, including: | (D) analyze characteristics and structural elements of informational text, including: | (D) analyze characteristics and structural elements of informational texts such as: | (D) analyze characteristics and structural elements of informational texts such as: | (D) analyze characteristics and structural elements of informational texts such as: | (D) critique and evaluate characteristics and structural elements of informational texts such as: |
| (i) the central idea and supporting evidence with adult assistance; | (i) the central idea and supporting evidence with adult assistance; | (i) the central idea and supporting evidence with adult assistance; | (i) the central idea with supporting evidence; | (i) the central idea with supporting evidence; | (i) the central idea with supporting evidence; | (i) the controlling idea or thesis with supporting evidence; | (i) the controlling idea or thesis with supporting evidence; | (i) the controlling idea or thesis with supporting evidence; | (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and | (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and | (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and | (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and |
| (ii) titles and simple graphics to gain information; and | (ii) features and simple graphics to locate or gain information; and | (ii) features and graphics to locate and gain information; and | (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and | (ii) features such as pronunciation guides and diagrams to support understanding; and | (ii) features such as insets, timelines, and sidebars to support understanding; and | (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and | (ii) features such as references or acknowledgements; and | (ii) features such as footnotes, endnotes, and citations; and | | | | |

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| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|---|---|---|--|--|---|--|--|---|--|--|--|--|
| (iii) the steps in a sequence with adult assistance; | (iii) organizational patterns such as chronological order and description with adult assistance; | (iii) organizational patterns such as chronological order and cause and effect stated explicitly; | (iii) organizational patterns such as cause and effect and problem and solution; | (iii) organizational patterns such as compare and contrast; | (iii) organizational patterns such as logical order and order of importance; | (iii) organizational patterns such as definition, classification, advantage, and disadvantage; | (iii) organizational patterns that support multiple topics, categories, and subcategories; | (iii) multiple organizational patterns within a text to develop the thesis; | (ii) multiple organizational patterns within a text to develop the thesis; | (ii) the relationship between organizational design and thesis; | (ii) the relationship between organizational design and author's purpose; | (ii) the relationship between organizational design and author's purpose; |
| (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and | (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and | (E) recognize characteristics of persuasive text, including: | (E) recognize characteristics and structures of argumentative text by: | (E) recognize characteristics and structures of argumentative text by: | (E) recognize characteristics and structures of argumentative text by: | (E) analyze characteristics and structures of argumentative text by: | (E) analyze characteristics and structures of argumentative text by: | (E) analyze characteristics and structures of argumentative text by: | (E) analyze characteristics and structural elements of argumentative texts such as: | (E) analyze characteristics and structural elements of argumentative texts such as: | (E) analyze characteristics and structural elements of argumentative texts such as: | (E) critique and evaluate characteristics and structural elements of argumentative texts such as: |
| | | (i) stating what the author is trying to persuade the reader to think or do; and | (i) identifying the claim; | (i) identifying the claim; | (i) identifying the claim; | (i) identifying the claim; | (i) identifying the claim; | (i) identifying the claim and analyzing the argument; | (i) clear arguable claim, appeals, and convincing conclusion; | (i) clear arguable claim, appeals, and convincing conclusion; | (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; | (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; |
| | | (ii) distinguishing facts from opinion; and | (ii) distinguishing facts from opinion; and | (ii) explaining how the author has used facts for an argument; and | (ii) explaining how the author has used facts for or against an argument; and | (ii) explaining how the author uses various types of evidence to support the argument; | (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and | (ii) identifying and explaining the counter argument; and | (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and | (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and | (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and | (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and |
| | | | (iii) identifying the intended audience or reader; and | (iii) identifying the intended audience or reader; and | (iii) identifying the intended audience or reader; and | (iii) identifying the intended audience or reader; and | (iii) identifying the intended audience or reader; and | (iii) identifying the intended audience or reader; and | (iii) identifiable audience or reader; and | (iii) identifiable audience or reader; and | (iii) identifiable audience or reader; and | (iii) identifiable audience or reader; and |
| (F) recognize characteristics of multimodal and digital texts. | (F) recognize characteristics of multimodal and digital texts. | (F) recognize characteristics of multimodal and digital texts. | (F) recognize characteristics of multimodal and digital texts. | (F) recognize characteristics of multimodal and digital texts. | (F) recognize characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze characteristics of multimodal and digital texts. | (F) analyze the effectiveness of multimodal and digital texts. | (F) critique and evaluate the effectiveness of multimodal and digital texts. |

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

| Kindergarten | 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 adult assistance the author's purpose for writing text; | (A) discuss the author's purpose for writing text; | (A) discuss the author's purpose for writing text; | (A) explain the author's purpose and message within a text; | (A) explain the author's purpose and message within a text; | (A) explain the author's purpose and message within a text; | (A) explain the author's purpose and message within a text; | (A) explain the author's purpose and message within a text; | (A) explain the author's purpose and message within a text; | (A) analyze the author's purpose, audience, and message within a text; | (A) analyze the author's purpose, audience, and message within a text; | (A) analyze the author's purpose, audience, and message within a text; | (A) evaluate the author's purpose, audience, and message within a text; |
| (B) discuss with adult assistance how the use of text structure contributes to the author's purpose; | (B) discuss how the use of text structure contributes to the author's purpose; | (B) discuss how the use of text structure contributes to the author's purpose; | (B) explain how the use of text structure contributes to the author's purpose; | (B) explain how the use of text structure contributes to the author's purpose; | (B) analyze how the use of text structure contributes to the author's purpose; | (B) analyze how the use of text structure contributes to the author's purpose; | (B) analyze how the use of text structure contributes to the author's purpose; | (B) analyze how the use of text structure contributes to the author's purpose; | (B) analyze use of text structure to achieve the author's purpose; | (B) analyze use of text structure to achieve the author's purpose; | (B) evaluate use of text structure to achieve the author's purpose; | (B) evaluate use of text structure to achieve the author's purpose; |
| (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; | (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; | (C) discuss the author's use of print and graphic features to achieve specific purposes; | (C) explain the author's use of print and graphic features to achieve specific purposes; | (C) analyze the author's use of print and graphic features to achieve specific purposes; | (C) analyze the author's use of print and graphic features to achieve specific purposes; | (C) analyze the author's use of print and graphic features to achieve specific purposes; | (C) analyze the author's use of print and graphic features to achieve specific purposes; | (C) analyze the author's use of print and graphic features to achieve specific purposes; | (C) evaluate the author's use of print and graphic features to achieve specific purposes; | (C) evaluate the author's use of print and graphic features to achieve specific purposes; | (C) evaluate the author's use of print and graphic features to achieve specific purposes; | (C) evaluate the author's use of print and graphic features to achieve specific purposes; |
| (D) discuss with adult assistance how the author uses words that help the reader visualize; and | (D) discuss how the author uses words that help the reader visualize; and | (D) discuss the use of descriptive, literal, and figurative language; | (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; | (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; | (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; | (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; | (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; | (D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes; | (D) analyze how the author's use of language achieves specific purposes; | (D) analyze how the author's use of language informs and shapes the perception of readers; | (D) evaluate how the author's use of language informs and shapes the perception of readers; | (D) critique and evaluate how the author's use of language informs and shapes the perception of readers; |
| (E) listen to and experience first- and third-person texts. | (E) listen to and experience first- and third-person texts. | (E) identify the use of first or third person in a text; and | (E) identify the use of literary devices, including first- or third-person point of view; | (E) identify and understand the use of literary devices, including first- or third-person point of view; | (E) identify and understand the use of literary devices, including first- or third-person point of view; | (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; | (E) identify the use of literary devices, including subjective and objective point of view; | (E) identify and analyze the use of literary devices, including multiple points of view and irony; | (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; | (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes; | (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes; | (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes; |
| | | | (F) discuss how the author's use of language contributes to voice; and | (F) discuss how the author's use of language contributes to voice; and | (F) examine how the author's use of language contributes to voice; and | (F) analyze how the author's use of language contributes to mood and voice; and | (F) analyze how the author's use of language contributes to mood, voice, and tone; and | (F) analyze how the author's use of language contributes to the mood, voice, and tone; and | (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and | (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and | (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and | (F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and |

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

**English Language Arts and Reading
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Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

| Kindergarten 110.2 (10) | Grade 1 110.3 (11) | Grade 2 110.4 (11) | Grade 3 110.5 (11) | Grade 4 110.6 (11) | Grade 5 110.7 (11) | Grade 6 110.22 (10) | Grade 7 110.23 (10) | Grade 8 110.24 (10) | English I 110.36 (9) | English II 110.37 (9) | English III 110.38 (9) | English IV 110.39 (9) |
|--|--|--|--|--|--|---|---|---|--|--|---|---|
| (A) plan by generating ideas for writing through class discussions and drawings; | (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; | (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; | (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; | (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; | (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; | (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; | (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; | (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; | (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; | (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; | (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; | (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; |
| (B) develop drafts in oral, pictorial, or written form by organizing ideas; | (B) develop drafts in oral, pictorial, or written form by: | (B) develop drafts into a focused piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing by: | (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: | (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: | (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: | (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| | (i) organizing with structure; and | (i) organizing with structure; and | (i) organizing with purposeful structure, including an introduction and a conclusion; and | (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and | (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and | (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and | (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and | (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and | (i) using an organizing structure appropriate to purpose, audience, topic, and context; and | (i) using an organizing structure appropriate to purpose, audience, topic, and context; and | (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and | (i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and |
| | (ii) developing an idea with specific and relevant details; | (ii) developing an idea with specific and relevant details; | (ii) developing an engaging idea with relevant details; | (ii) developing an engaging idea with relevant details; | (ii) developing an engaging idea reflecting depth of thought with specific facts and details; | (ii) developing an engaging idea reflecting depth of thought with specific facts and details; | (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; | (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; | (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; | (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; | (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; | (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; |
| (C) revise drafts by adding details in pictures or words; | (C) revise drafts by adding details in pictures or words; | (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; | (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; | (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; | (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; | (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; | (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; | (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; | (C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; |

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

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| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|--|---|--|---|--|--|--|---|--|---|--|--|
| (vii) capitalization of the first letter in a sentence and name; | (viii) capitalization for the beginning of sentences and the pronoun "I"; | (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; | (ix) capitalization of official titles of people, holidays, and geographical names and places; | (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; | (ix) capitalization of abbreviations, initials, acronyms, and organizations; | (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; | (vii) correct capitalization; | (v) correct capitalization; | (iv) correct capitalization; | iv) correct capitalization; | | |
| (viii) punctuation marks at the end of declarative sentences; and | (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and | (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and | (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and | (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and | (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and | (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and | (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; and | (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and | (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and | (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and | | |
| (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and | (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and | (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and | (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and | (vi) correct spelling; and | (vi) correct spelling; and | | |
| (E) share writing. | (E) publish and share writing. | (E) publish and share writing. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. | (E) publish written work for appropriate audiences. |
| Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | | | | | | | | | | | |
| 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 |
| (11) | (12) | (12) | (12) | (12) | (12) | (11) | (11) | (11) | (10) | (10) | (10) | (10) |
| (A) dictate or compose literary texts, including personal narratives; and | (A) dictate or compose literary texts, including personal narratives and poetry; | (A) compose literary texts, including personal narratives and poetry; | (A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; | (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft; | (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; | (A) compose literary texts such as fiction and poetry using genre characteristics and craft; | (A) compose literary texts such as fiction and poetry using genre characteristics and craft; | (A) compose literary texts such as fiction and poetry using genre characteristics and craft; | (A) compose literary texts such as fiction and poetry using genre characteristics and craft; |

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

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

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

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

Strand 7

| Kindergarten 110.2 | Grade 1 110.3 | Grade 2 110.4 | Grade 3 110.5 | Grade 4 110.6 | Grade 5 110.7 | Grade 6 110.22 | Grade 7 110.23 | Grade 8 110.24 | English I 110.36 | English II 110.37 | English III 110.38 | English IV 110.39 |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | (H) examine sources for: | (H) examine sources for: | (H) examine sources for: | (G) examine sources for: | (G) examine sources for: | (G) examine sources for: | (G) examine sources for: |
| | | | | | | (i) reliability, credibility, and bias; and | (i) reliability, credibility, and bias; and | (i) reliability, credibility, and bias, including omission; and | (i) credibility and bias, including omission; and | (i) credibility and bias, including omission; and | (i) credibility, bias, and accuracy; and | (i) credibility, bias, and accuracy; and |
| | | | | | | (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; | (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; | (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language; | (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope; | (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or; | (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions; | (ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur; |
| | | (F) cite sources appropriately; and | (G) create a works cited page; and | (G) develop a bibliography; and | (G) develop a bibliography; and | (I) display academic citations and use source materials ethically; and | (I) display academic citations and use source materials ethically; and | (I) display academic citations and use source materials ethically; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and | (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and |
| (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |