

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:
- listen actively and ask questions to understand information and answer questions using multi-word responses;
 - restate and follow oral directions that involve a short, related sequence of actions;
 - share information and ideas by speaking audibly and clearly using the conventions of language;
 - work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
 - develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- demonstrate phonological awareness by:
 - identifying and producing rhyming words;
 - recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - identifying the individual words in a spoken sentence;
 - identifying syllables in spoken words;
 - blending syllables to form multisyllabic words;
 - segmenting multisyllabic words into syllables;
 - blending spoken onsets and rimes to form simple words;
 - blending spoken phonemes to form one-syllable words;
 - manipulating syllables within a multisyllabic word; and
 - segmenting spoken one-syllable words into individual phonemes;
 - demonstrate and apply phonetic knowledge by:
 - identifying and matching the common sounds that letters represent;
 - using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
 - recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and
 - identifying and reading at least 25 high-frequency words from a research-based list;
 - demonstrate and apply spelling knowledge by:
 - spelling words with VC, CVC, and CCVC;
 - spelling words using sound-spelling patterns; and
 - spelling high-frequency words from a research-based list;
 - demonstrate print awareness by:
 - identifying the front cover, back cover, and title page of a book;
 - 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;
 - recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
 - recognizing the difference between a letter and a printed word; and
 - identifying all uppercase and lowercase letters; and
 - develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- use a resource such as a picture dictionary or digital resource to find words;
 - use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
- c. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
5. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- establish purpose for reading assigned and self-selected texts with adult assistance;
 - generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - make and confirm predictions using text features and structures with adult assistance;
 - create mental images to deepen understanding with adult assistance;
 - make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - make inferences and use evidence to support understanding with adult assistance;
 - evaluate details to determine what is most important with adult assistance;
 - synthesize information to create new understanding with adult assistance; and
 - 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
6. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- describe personal connections to a variety of sources;
 - provide an oral, pictorial, or written response to a text;
 - use text evidence to support an appropriate response;
 - retell texts in ways that maintain meaning;
 - interact with sources in meaningful ways such as illustrating or writing; and
 - respond using newly acquired vocabulary as appropriate.
7. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- discuss topics and determine the basic theme using text evidence with adult assistance;
 - identify and describe the main character(s);
 - describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and
 - describe the setting.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - discuss rhyme and rhythm in nursery rhymes and a variety of poems;
 - discuss main characters in drama;
- d. recognize characteristics and structures of informational text, including:
- the central idea and supporting evidence with adult assistance;
 - titles and simple graphics to gain information; and
 - the steps in a sequence with adult assistance;
- 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
- f. recognize characteristics of multimodal and digital texts
9. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- discuss with adult assistance the author's purpose for writing text;
 - discuss with adult assistance how the use of text structure contributes to the author's purpose;
 - discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - discuss with adult assistance how the author uses words that help the reader visualize; and
 - listen to and experience first- and third-person texts.
10. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- plan by generating ideas for writing through class discussions and drawings;
 - develop drafts in oral, pictorial, or written form by organizing ideas;
 - revise drafts by adding details in pictures or words;
 - edit drafts with adult assistance using standard English conventions, including:
 - complete sentences;
 - verbs;
 - singular and plural nouns;
 - adjectives, including articles ;
 - prepositions;
 - pronouns, including subjective, objective, and possessive cases;
 - capitalization of the first letter in a sentence and name;
 - punctuation marks at the end of declarative sentences; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 - share writing.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- dictate or compose literary texts, including personal narratives; and
 - dictate or compose informational texts.
12. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- generate questions for formal and informal inquiry with adult assistance;
 - develop and follow a research plan with adult assistance;
 - gather information from a variety of sources with adult assistance;
 - demonstrate understanding of information gathered with adult assistance; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
- listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
 - develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- demonstrate phonological awareness by:
 - producing a series of rhyming words;
 - recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - distinguishing between long and short vowel sounds in one-syllable words;
 - recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
 - blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
 - manipulating phonemes within base words; and
 - segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;
 - demonstrate and apply phonetic knowledge by:
 - decoding words in isolation and in context by applying common letter sound correspondences;
 - decoding words with initial and final consonant blends, digraphs, and trigraphs;
 - decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
 - using knowledge of base words to decode common compound words and contractions;
 - decoding words with inflectional endings, including -ed, -s, and -es; and
 - identifying and reading at least 100 high-frequency words from a research-based list;
 - demonstrate and apply spelling knowledge by:
 - spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
 - spelling words with initial and final consonant blends, digraphs, and trigraphs;
 - spelling words using sound-spelling patterns; and
 - spelling high-frequency words from a research-based list;
 - demonstrate print awareness by identifying the information that different parts of a book provide;
 - alphabetize a series of words to the first or second letter and use a dictionary to find words; and
 - develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- use a resource such as a picture dictionary or digital resource to find words;
 - use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
 - identify the meaning of words with the affixes -s, -ed, and -ing; and
 - identify and use words that name actions, directions, positions, sequences, categories, and locations.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
5. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
6. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- establish purpose for reading assigned and self-selected texts with adult assistance;
 - generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - create mental images to deepen understanding with adult assistance;
 - make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - make inferences and use evidence to support understanding with adult assistance;
 - evaluate details to determine what is most important with adult assistance;
 - synthesize information to create new understanding with adult assistance; and
 - monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
7. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- describe personal connections to a variety of sources;
 - write brief comments on literary or informational texts;
 - use text evidence to support an appropriate response;
 - retell texts in ways that maintain meaning;
 - interact with sources in meaningful ways such as illustrating or writing; and
 - respond using newly acquired vocabulary as appropriate.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- discuss topics and determine theme using text evidence with adult assistance;
 - describe the main character(s) and the reason(s) for their actions;
 - describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - describe the setting.
9. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
 - discuss elements of drama such as characters and setting;
 - recognize characteristics and structures of informational text, including:
 - the central idea and supporting evidence with adult assistance;
 - features and simple graphics to locate or gain information; and
 - organizational patterns such as chronological order and description with adult assistance;
- recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
 - recognize characteristics of multimodal and digital texts.
10. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- discuss the author's purpose for writing text;
 - discuss how the use of text structure contributes to the author's purpose;
 - discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - discuss how the author uses words that help the reader visualize; and
 - listen to and experience first- and third-person texts.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - develop drafts in oral, pictorial, or written form by:
 - organizing with structure; and
 - developing an idea with specific and relevant details;
 - revise drafts by adding details in pictures or words;
 - edit drafts using standard English conventions, including:
 - complete sentences with subject-verb agreement;
 - past and present verb tense ;
 - singular, plural, common, and proper nouns;
 - adjectives, including articles;
 - adverbs that convey time;
 - prepositions;
 - pronouns, including subjective, objective, and possessive cases;
 - capitalization for the beginning of sentences and the pronoun "I";
 - punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and
 - publish and share writing.
12. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- dictate or compose literary texts, including personal narratives and poetry;
 - dictate or compose informational texts, including procedural texts; and
 - dictate or compose correspondence such as thank you notes or letters .
13. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- generate questions for formal and informal inquiry with adult assistance;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant sources and information to answer the questions with adult assistance;
 - demonstrate understanding of information gathered with adult assistance; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
- listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - 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
 - develop social communication such as distinguishing between asking and telling.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- demonstrate phonological awareness by:
 - producing a series of rhyming words;
 - distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
 - recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - manipulating phonemes within base words;
 - demonstrate and apply phonetic knowledge by:
 - decoding words with short, long, or variant vowels, trigraphs, and blends;
 - decoding words with silent letters such as knife and gnat;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding compound words, contractions, and common abbreviations;
 - decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC; and
 - decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
 - identifying and reading high-frequency words from a research-based list;
 - demonstrate and apply spelling knowledge by:
 - 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;
 - spelling words with silent letters such as knife and gnat;
 - spelling compound words, contractions, and common abbreviations;
 - spelling multisyllabic words with multiple sound-spelling patterns;
 - spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
 - spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;
 - alphabetize a series of words and use a dictionary or glossary to find words; and
 - develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- use print or digital resources to determine meaning and pronunciation of unknown words;
 - use context within and beyond a sentence to determine the meaning of unfamiliar words;
 - identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
 - identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
5. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
6. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- establish purpose for reading assigned and self-selected texts;
 - generate questions about text before, during, and after reading to deepen understanding and gain information;
 - make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - create mental images to deepen understanding;
 - make connections to personal experiences, ideas in other texts, and society;
 - make inferences and use evidence to support understanding;
 - evaluate details read to determine key ideas;
 - synthesize information to create new understanding; and
 - monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
7. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- describe personal connections to a variety of sources;
 - write brief comments on literary or informational texts that demonstrate an understanding of the text ;
 - use text evidence to support an appropriate response;
 - retell and paraphrase texts in ways that maintain meaning and logical order;
 - interact with sources in meaningful ways such as illustrating or writing; and
 - respond using newly acquired vocabulary as appropriate.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- discuss topics and determine theme using text evidence with adult assistance;
 - describe the main character's (characters') internal and external traits;
 - describe and understand plot elements, including the main events, the conflict , and the resolution, for texts read aloud and independently; and
 - describe the importance of the setting.
9. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
 - explain visual patterns and structures in a variety of poems;
 - discuss elements of drama such as characters, dialogue, and setting;
 - recognize characteristics and structures of informational text, including:
 - the central idea and supporting evidence with adult assistance;
 - features and graphics to locate and gain information; and
 - organizational patterns such as chronological order and cause and effect stated explicitly;
- e. recognize characteristics of persuasive text, including:
- stating what the author is trying to persuade the reader to think or do; and
 - distinguishing facts from opinion; and
- f. recognize characteristics of multimodal and digital texts.
10. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- discuss the author's purpose for writing text;
 - discuss how the use of text structure contributes to the author's purpose;
 - discuss the author's use of print and graphic features to achieve specific purposes;
 - discuss the use of descriptive, literal, and figurative language;
 - identify the use of first or third person in a text; and
 - identify and explain the use of repetition.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- plan a first draft by generating ideas for writing such as drawing and brainstorming;
 - develop drafts into a focused piece of writing by:
 - organizing with structure; and
 - developing an idea with specific and relevant details;
 - revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
 - edit drafts using standard English conventions, including:
 - complete sentences with subject-verb agreement;
 - past, present, and future verb tense ;
 - singular, plural, common, and proper nouns;
 - adjectives, including articles;
 - adverbs that convey time and adverbs that convey place ;
 - prepositions and prepositional phrases;
 - pronouns, including subjective, objective, and possessive cases ;
 - coordinating conjunctions to form compound subjects and predicates;
 - capitalization of months, days of the week, and the salutation and conclusion of a letter;
 - end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 - publish and share writing.
12. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- compose literary texts, including personal narratives and poetry;
 - compose informational texts, including procedural texts and reports; and
 - compose correspondence such as thank you notes or letters .
13. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- generate questions for formal and informal inquiry with adult assistance;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant sources and information to answer the questions;
 - identify primary and secondary sources;
 - demonstrate understanding of information gathered;
 - cite sources appropriately; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
 - a. listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - b. follow, restate, and give oral instructions that involve a series of related sequences of action;
 - c. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - d. work collaboratively with others by following agreed-upon rules, norms, and protocols; and
 - e. develop social communication such as conversing politely in all situations.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - a. demonstrate and apply phonetic knowledge by:
 - i. decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
 - ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - iii. decoding compound words, contractions, and abbreviations;
 - iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
 - v. decoding words using knowledge of prefixes;
 - 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
 - vii. identifying and reading high-frequency words from a research-based list;
 - b. demonstrate and apply spelling knowledge by:
 - 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 homophones;
 - iii. spelling compound words, contractions, and abbreviations;
 - iv. spelling multisyllabic words with multiple sound-spelling patterns;
 - v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
 - vi. 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;
 - c. alphabetize a series of words to the third letter; and
 - d. write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
 - a. use print or digital resources to determine meaning, syllabication, and pronunciation;
 - b. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
 - c. identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and
 - d. identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
5. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
6. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - 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;
 - c. make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - d. create mental images to deepen understanding;
 - e. make connections to personal experiences, ideas in other texts, and society;
 - f. make inferences and use evidence to support understanding;
 - g. evaluate details read to determine key ideas;
 - h. synthesize information to create new understanding; and
 - i. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
7. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - a. describe personal connections to a variety of sources, including self-selected texts;
 - b. write a response to a literary or informational text that demonstrates an understanding of a text;
 - c. use text evidence to support an appropriate response;
 - d. retell and paraphrase texts in ways that maintain meaning and logical order;
 - e. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - f. respond using newly acquired vocabulary as appropriate; and
 - g. discuss specific ideas in the text that are important to the meaning.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - a. infer the theme of a work, distinguishing theme from topic;
 - b. explain the relationships among the major and minor characters;
 - c. analyze plot elements, including the sequence of events, the conflict, and the resolution; and
 - d. explain the influence of the setting on the plot.
9. **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:
 - a. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
 - b. explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
 - c. discuss elements of drama such as characters, dialogue, setting, and acts;
 - d. recognize characteristics and structures of informational text, including:
 - i. the central idea with supporting evidence;
 - ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
 - iii. organizational patterns such as cause and effect and problem and solution;
 - e. recognize characteristics and structures of argumentative text by:
 - i. identifying the claim;
 - ii. distinguishing facts from opinion; and
 - iii. identifying the intended audience or reader; and
 - f. recognize characteristics of multimodal and digital texts.
10. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
 - a. explain the author's purpose and message within a text;
 - b. explain how the use of text structure contributes to the author's purpose;
 - c. explain the author's use of print and graphic features to achieve specific purposes;
- 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;
- e. identify the use of literary devices, including first- or third-person point of view;
- f. discuss how the author's use of language contributes to voice; and
- g. identify and explain the use of hyperbole.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
 - 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;
 - b. develop drafts into a focused, structured, and coherent piece of writing by:
 - i. organizing with purposeful structure, including an introduction and a conclusion; and
 - ii. developing an engaging idea with relevant details;
 - c. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - d. edit drafts using standard English conventions, including:
 - i. complete simple and compound sentences with subject-verb agreement;
 - ii. past, present, and future verb tense;
 - iii. singular, plural, common, and proper nouns;
 - iv. adjectives, including their comparative and superlative forms;
 - v. adverbs that convey time and adverbs that convey manner;
 - vi. prepositions and prepositional phrases;
 - vii. pronouns, including subjective, objective, and possessive cases;
 - viii. coordinating conjunctions to form compound subjects, predicates, and sentences;
 - ix. capitalization of official titles of people, holidays, and geographical names and places;
 - x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
 - xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 - e. publish written work for appropriate audiences.
12. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - a. compose literary texts, including personal narratives and poetry, using 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;
 - c. compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - d. compose correspondence such as thank you notes or letters.
13. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - a. generate questions on a topic for formal and informal inquiry;
 - b. develop and follow a research plan with adult assistance;
 - c. identify and gather relevant information from a variety of sources;
 - d. identify primary and secondary sources;
 - e. demonstrate understanding of information gathered;
 - f. recognize the difference between paraphrasing and plagiarism when using source materials;
 - g. create a works cited page; and
 - h. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
- listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - follow, restate, and give oral instructions that involve a series of related sequences of action;
 - express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 - work collaboratively with others to develop a plan of shared responsibilities.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- demonstrate and apply phonetic knowledge by:
 - decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding words using advanced knowledge of syllable division patterns such as VV;
 - decoding words using knowledge of prefixes;
 - 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
 - identifying and reading high-frequency words from a research-based list;
 - demonstrate and apply spelling knowledge by:
 - spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - spelling homophones;
 - spelling multisyllabic words with multiple sound-spelling patterns;
 - spelling words using advanced knowledge of syllable division patterns;
 - spelling words using knowledge of prefixes; and
 - 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
 - write legibly in cursive to complete assignments.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- use print or digital resources to determine meaning, syllabication, and pronunciation;
 - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - 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
 - identify, use, and explain the meaning of homophones such as reign/rain.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
5. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
6. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- 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;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- create mental images to deepen understanding;
 - make connections to personal experiences, ideas in other texts, and society;
 - make inferences and use evidence to support understanding;
 - evaluate details read to determine key ideas;
 - synthesize information to create new understanding; and
 - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
7. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- describe personal connections to a variety of sources, including self-selected texts;
 - write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
 - use text evidence to support an appropriate response;
 - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - respond using newly acquired vocabulary as appropriate; and
 - discuss specific ideas in the text that are important to the meaning.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- infer basic themes supported by text evidence;
 - explain the interactions of the characters and the changes they undergo;
 - analyze plot elements, including the rising action, climax, falling action, and resolution; and
 - explain the influence of the setting, including historical and cultural settings, on the plot.
9. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
 - explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
 - explain structure in drama such as character tags, acts, scenes, and stage directions;
 - recognize characteristics and structures of informational text, including:
 - the central idea with supporting evidence;
 - features such as pronunciation guides and diagrams to support understanding; and
 - organizational patterns such as compare and contrast;
 - recognize characteristics and structures of argumentative text by:
 - identifying the claim;
 - explaining how the author has used facts for an argument; and
 - identifying the intended audience or reader; and
 - recognize characteristics of multimodal and digital texts.
10. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- explain the author's purpose and message within a text;
 - explain how the use of text structure contributes to the author's purpose;
 - analyze the author's use of print and graphic features to achieve specific purposes;
 - 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;
 - identify and understand the use of literary devices, including first- or third-person point of view;
 - discuss how the author's use of language contributes to voice; and
 - identify and explain the use of anecdote .
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- 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;
 - develop drafts into a focused, structured, and coherent piece of writing by:
 - organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - developing an engaging idea with relevant details;
 - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - edit drafts using standard English conventions, including:
 - complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;
 - past tense of irregular verbs;
 - singular, plural, common, and proper nouns;
 - adjectives, including their comparative and superlative forms;
 - adverbs that convey frequency and adverbs that convey degree ;
 - prepositions and prepositional phrases;
 - pronouns, including reflexive ;
 - coordinating conjunctions to form compound subjects, predicates, and sentences;
 - capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
 - punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 - publish written work for appropriate audiences.
12. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- compose literary texts such as personal narratives and poetry using genre characteristics and craft ;
 - compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - compose correspondence that requests information.
13. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- generate and clarify questions on a topic for formal and informal inquiry;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant information from a variety of sources;
 - identify primary and secondary sources;
 - demonstrate understanding of information gathered;
 - recognize the difference between paraphrasing and plagiarism when using source materials;
 - develop a bibliography; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
- listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
 - follow, restate, and give oral instructions that include multiple action steps;
 - give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
 - work collaboratively with others to develop a plan of shared responsibilities.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- demonstrate and apply phonetic knowledge by:
 - decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding words using advanced knowledge of syllable division patterns;
 - decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and
 - identifying and reading high-frequency words from a research-based list;
 - demonstrate and apply spelling knowledge by:
 - spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
 - spelling multisyllabic words with multiple sound-spelling patterns;
 - spelling words using advanced knowledge of syllable division patterns;
 - spelling words using knowledge of prefixes; and
 - 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
 - write legibly in cursive.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
 - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and
 - identify, use, and explain the meaning of adages and puns.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
5. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
6. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- establish purpose for reading assigned and self-selected texts;
 - generate questions about text before, during, and after reading to deepen understanding and gain information;
- make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - create mental images to deepen understanding;
 - make connections to personal experiences, ideas in other texts, and society;
 - make inferences and use evidence to support understanding;
 - evaluate details read to determine key ideas;
 - synthesize information to create new understanding; and
 - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
7. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- describe personal connections to a variety of sources, including self-selected texts;
 - write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
 - use text evidence to support an appropriate response;
 - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - respond using newly acquired vocabulary as appropriate; and
 - discuss specific ideas in the text that are important to the meaning.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- infer multiple themes within a text using text evidence;
 - analyze the relationships of and conflicts among the characters;
 - analyze plot elements, including rising action, climax, falling action, and resolution; and
 - analyze the influence of the setting, including historical and cultural settings, on the plot.
9. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
 - 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;
 - explain structure in drama such as character tags, acts, scenes, and stage directions;
 - recognize characteristics and structures of informational text, including:
 - the central idea with supporting evidence;
 - features such as insets, timelines, and sidebars to support understanding; and
 - organizational patterns such as logical order and order of importance;
 - recognize characteristics and structures of argumentative text by:
 - identifying the claim;
 - explaining how the author has used facts for or against an argument; and
 - identifying the intended audience or reader; and
 - recognize characteristics of multimodal and digital texts.
10. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- explain the author's purpose and message within a text;
 - analyze how the use of text structure contributes to the author's purpose;
 - analyze the author's use of print and graphic features to achieve specific purposes;
- describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
 - identify and understand the use of literary devices, including first- or third-person point of view;
 - examine how the author's use of language contributes to voice; and
 - explain the purpose of hyperbole, stereotyping, and anecdote .
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- 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;
 - develop drafts into a focused, structured, and coherent piece of writing by:
 - organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - developing an engaging idea reflecting depth of thought with specific facts and details;
 - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - edit drafts using standard English conventions, including:
 - complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;
 - past tense of irregular verbs;
 - collective nouns;
 - adjectives, including their comparative and superlative forms;
 - conjunctive adverbs;
 - prepositions and prepositional phrases and their influence on subject-verb agreement;
 - pronouns, including indefinite ;
 - subordinating conjunctions to form complex sentences ;
 - capitalization of abbreviations, initials, acronyms, and organizations;
 - italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 - publish written work for appropriate audiences.
12. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft ;
 - compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - compose correspondence that requests information.
13. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- generate and clarify questions on a topic for formal and informal inquiry;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant information from a variety of sources;
 - understand credibility of primary and secondary sources;
 - demonstrate understanding of information gathered;
 - differentiate between paraphrasing and plagiarism when using source materials;
 - develop a bibliography; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
 - a. listen actively to interpret a message, ask clarifying questions, and respond appropriately;
 - b. follow and give oral instructions that include multiple action steps;
 - c. give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
 - d. participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
 - a. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
 - b. use context such as definition, analogy, and examples to clarify the meaning of words; 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, scrib/script, and jur/jus.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
5. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - a. establish purpose for reading assigned and self-selected text;
 - b. generate questions about text before, during, and after reading to deepen understanding and gain information;
 - c. make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - d. create mental images to deepen understanding;
 - e. make connections to personal experiences, ideas in other texts, and society;
 - f. make inferences and use evidence to support understanding;
 - g. evaluate details read to determine key ideas;
 - h. synthesize information to create new understanding; and
 - i. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
6. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - a. describe personal connections to a variety of sources, including self-selected texts;
 - b. write responses that demonstrate understanding of texts, including comparing sources within and across genres;
 - c. use text evidence to support an appropriate response;
 - d. paraphrase and summarize texts in ways that maintain meaning and logical order;
 - e. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - f. respond using newly acquired vocabulary as appropriate;
 - g. discuss and write about the explicit or implicit meanings of text;
 - h. respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
 - i. reflect on and adjust responses as new evidence is presented.
7. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - a. infer multiple themes within and across texts using text evidence;
 - b. analyze how the characters' internal and external responses develop the plot;
 - c. analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and
 - d. analyze how the setting, including historical and cultural settings, influences character and plot development.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - a. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
 - b. analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
 - c. analyze how playwrights develop characters through dialogue and staging;
 - d. analyze characteristics and structural elements of informational text, including:
 - i. the controlling idea or thesis with supporting evidence;
 - ii. features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
 - iii. organizational patterns such as definition, classification, advantage, and disadvantage;
 - e. analyze characteristics and structures of argumentative text by:
 - i. identifying the claim;
 - ii. explaining how the author uses various types of evidence to support the argument; and
 - iii. identifying the intended audience or reader; and
9. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
 - a. explain the author's purpose and message within a text;
 - b. analyze how the use of text structure contributes to the author's purpose;
 - c. analyze the author's use of print and graphic features to achieve specific purposes;
 - d. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
 - e. identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;
 - f. analyze how the author's use of language contributes to mood and voice; and
 - g. explain the differences between rhetorical devices and logical fallacies.
10. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
 - 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;
 - b. develop drafts into a focused, structured, and coherent piece of writing by:
 - i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - ii. developing an engaging idea reflecting depth of thought with specific facts and details;
- c. revise drafts for clarity, development, organization, style, word choice, and sentence variety;
 - i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - ii. consistent, appropriate use of verb tenses;
 - iii. conjunctive adverbs;
 - iv. prepositions and prepositional phrases and their influence on subject-verb agreement;
 - v. pronouns, including relative;
 - vi. subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
 - vii. capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
 - viii. punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
 - ix. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- d. publish written work for appropriate audiences.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - a. compose literary texts such as personal narratives, fiction, and poetry using 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;
 - c. compose multi-paragraph argumentative texts using genre characteristics and craft; and
 - d. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
12. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - a. generate student-selected and teacher-guided questions for formal and informal inquiry;
 - b. develop and revise a plan;
 - c. refine the major research question, if necessary, guided by the answers to a secondary set of questions;
 - d. identify and gather relevant information from a variety of sources;
 - e. differentiate between primary and secondary sources;
 - f. synthesize information from a variety of sources;
 - g. differentiate between paraphrasing and plagiarism when using source materials;
 - h. examine sources for:
 - i. reliability, credibility, and bias; and
 - ii. faulty reasoning such as hyperbole, emotional appeals, and stereotype;
 - i. display academic citations and use source materials ethically; and
 - j. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
 - a. listen actively to interpret a message and ask clarifying questions that build on others' ideas;
 - b. follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
 - 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
 - d. engage in meaningful discourse and provide and accept constructive feedback from others.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
 - a. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
 - b. use context such as contrast or cause and effect to clarify the meaning of words; and
 - 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*.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
5. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - 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;
 - c. make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - d. create mental images to deepen understanding;
 - e. make connections to personal experiences, ideas in other texts, and society;
 - f. make inferences and use evidence to support understanding;
 - g. evaluate details read to determine key ideas;
 - h. synthesize information to create new understanding; and
 - i. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
6. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - a. describe personal connections to a variety of sources, including self-selected texts;
 - b. write responses that demonstrate understanding of texts, including comparing sources within and across genres;
 - c. use text evidence to support an appropriate response;
 - d. paraphrase and summarize texts in ways that maintain meaning and logical order;
 - e. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- f. respond using newly acquired vocabulary as appropriate;
- g. discuss and write about the explicit or implicit meanings of text;
- h. respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
- i. reflect on and adjust responses as new evidence is presented.
7. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - a. infer multiple themes within and across texts using text evidence;
 - b. analyze how characters' qualities influence events and resolution of the conflict;
 - c. analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and
 - d. analyze how the setting influences character and plot development.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - a. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
 - b. analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
 - c. analyze how playwrights develop characters through dialogue and staging;
 - d. analyze characteristics and structural elements of informational text, including:
 - i. the controlling idea or thesis with supporting evidence;
 - ii. features such as references or acknowledgements; and
 - iii. organizational patterns that support multiple topics, categories, and subcategories;
 - e. analyze characteristics and structures of argumentative text by:
 - i. identifying the claim;
 - ii. explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
 - iii. identifying the intended audience or reader; and
 - f. analyze characteristics of multimodal and digital texts.; and
9. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
 - a. explain the author's purpose and message within a text;
 - b. analyze how the use of text structure contributes to the author's purpose;
 - c. analyze the author's use of print and graphic features to achieve specific purposes;
 - d. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
 - e. identify the use of literary devices, including subjective and objective point of view;
 - f. analyze how the author's use of language contributes to mood, voice, and tone; and
 - g. explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
10. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
 - 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;
- b. develop drafts into a focused, structured, and coherent piece of writing by:
 - i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - ii. developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- c. revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- d. edit drafts using standard English conventions, including:
 - i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - ii. consistent, appropriate use of verb tenses;
 - iii. conjunctive adverbs;
 - iv. prepositions and prepositional phrases and their influence on subject-verb agreement;
 - v. pronoun-antecedent agreement;
 - vi. subordinating conjunctions to form complex sentences and correlative conjunctions such as *either/or* and *neither/nor*;
 - vii. correct capitalization;
 - viii. punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
 - ix. correct spelling, including commonly confused terms such as *its/it's*, *affect/effect*, *there/their/they're*, and *to/two/too*; and
- e. publish written work for appropriate audiences.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - a. compose literary texts such as personal narratives, fiction, and poetry using 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;
 - c. compose multi-paragraph argumentative texts using genre characteristics and craft; and
 - d. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
12. **Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - a. generate student-selected and teacher-guided questions for formal and informal inquiry;
 - b. develop and revise a plan;
 - c. refine the major research question, if necessary, guided by the answers to a secondary set of questions;
 - d. identify and gather relevant information from a variety of sources;
 - e. differentiate between primary and secondary sources;
 - f. synthesize information from a variety of sources;
 - g. differentiate between paraphrasing and plagiarism when using source materials;
 - h. examine sources for:
 - i. reliability, credibility, and bias; and
 - ii. faulty reasoning such as hyperbole, emotional appeals, and stereotype;
 - i. display academic citations and use source materials ethically; and
 - j. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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:
 - a. listen actively to interpret a message by summarizing, asking questions, and making comments;
 - b. follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
 - 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
 - d. participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
 - a. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
 - b. use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
 - 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.
3. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
5. **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - 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;
 - c. make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - d. create mental images to deepen understanding;
 - e. make connections to personal experiences, ideas in other texts, and society;
 - f. make inferences and use evidence to support understanding;
 - g. evaluate details read to determine key ideas;
 - h. synthesize information to create new understanding; and
 - i. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
6. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - a. describe personal connections to a variety of sources, including self-selected texts;
 - b. write responses that demonstrate understanding of texts, including comparing sources within and across genres;
 - c. use text evidence to support an appropriate response;
 - d. paraphrase and summarize texts in ways that maintain meaning and logical order;
 - e. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- f. respond using newly acquired vocabulary as appropriate;
- g. discuss and write about the explicit or implicit meanings of text;
- h. respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- i. reflect on and adjust responses as new evidence is presented; and
- j. defend or challenge the authors' claims using relevant text evidence.
7. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - a. analyze how themes are developed through the interaction of characters and events;
 - b. analyze how characters' motivations and behaviors influence events and resolution of the conflict;
 - c. analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
 - d. explain how the setting influences the values and beliefs of characters.
8. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - a. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
 - 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;
 - c. analyze how playwrights develop dramatic action through the use of acts and scenes;
 - d. analyze characteristics and structural elements of informational text, including:
 - i. the controlling idea or thesis with supporting evidence;
 - ii. features such as footnotes, endnotes, and citations; and
 - iii. multiple organizational patterns within a text to develop the thesis;
 - e. analyze characteristics and structures of argumentative text by:
 - i. identifying the claim and analyzing the argument;
 - ii. identifying and explaining the counter argument; and
 - iii. identifying the intended audience or reader; and
 - f. analyze characteristics of multimodal and digital texts.
9. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
 - a. explain the author's purpose and message within a text;
 - b. analyze how the use of text structure contributes to the author's purpose;
 - c. analyze the author's use of print and graphic features to achieve specific purposes;
 - d. describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
 - e. identify and analyze the use of literary devices, including multiple points of view and irony;
 - f. analyze how the author's use of language contributes to the mood, voice, and tone; and
 - g. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
10. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
 - 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;
 - b. develop drafts into a focused, structured, and coherent piece of writing by:
 - i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - ii. developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
 - c. revise drafts for clarity, development, organization, style, word choice, and sentence variety;
 - d. edit drafts using standard English conventions, including:
 - i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - ii. consistent, appropriate use of verb tenses and active and passive voice;
 - iii. prepositions and prepositional phrases and their influence on subject-verb agreement;
 - iv. pronoun-antecedent agreement;
 - v. correct capitalization;
 - vi. punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
 - vii. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
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 - a. generate student-selected and teacher-guided questions for formal and informal inquiry;
 - b. develop and revise a plan;
 - c. refine the major research question, if necessary, guided by the answers to a secondary set of questions;
 - d. identify and gather relevant information from a variety of sources;
 - e. differentiate between primary and secondary sources;
 - f. synthesize information from a variety of sources;
 - g. differentiate between paraphrasing and plagiarism when using source materials;
 - h. examine sources for:
 - i. reliability, credibility, and bias, including omission; and
 - ii. faulty reasoning such as bandwagon appeals, repetition, and loaded language;
 - i. display academic citations and use source materials ethically; and
 - j. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.