

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 a message and ask clarifying questions that build on others' ideas;
  - follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
  - 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
  - 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:
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
  - use context such as contrast or cause and effect to clarify the meaning of words; and
  - determine the meaning and usage of grade-level academic English words derived from Greek 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:
- 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, 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.
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, including self-selected texts;
  - write responses that demonstrate understanding of texts, including comparing sources within and across genres;
  - use text evidence to support an appropriate response;
  - paraphrase and 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;
  - discuss and write about the explicit or implicit meanings of text;
  - respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
  - 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:
- infer multiple themes within and across texts using text evidence;
  - analyze how characters' qualities influence events and resolution of the conflict;
  - analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and
  - 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:
- demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
  - analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
  - analyze how playwrights develop characters through dialogue and staging;
  - analyze characteristics and structural elements of informational text, including:
    - the controlling idea or thesis with supporting evidence;
    - features such as references or acknowledgments; and
    - organizational patterns that support multiple topics, categories, and subcategories;
  - analyze characteristics and structures of argumentative text by:
    - identifying the claim;
    - explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
    - identifying the intended audience or reader; and
  - 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:
- 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 figurative language such as metaphor and personification achieves specific purposes;
  - identify the use of literary devices, including subjective and objective point of view;
  - analyze how the author's use of language contributes to mood, voice, and tone; and
  - explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies 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:
- 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;
  - develop drafts into a focused, structured, and coherent piece of writing by:
    - organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
    - developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
  - revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - edit drafts using standard English conventions, including:
    - complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - consistent, appropriate use of verb tenses;
    - conjunctive adverbs;
    - prepositions and prepositional phrases and their influence on subject-verb agreement;
    - pronoun-antecedent agreement;
    - subordinating conjunctions to form complex sentences and correlative conjunctions such as *either/or* and *neither/nor*;
    - correct capitalization;
    - punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
    - correct spelling, including commonly confused terms such as *its/it's*, *affect/effect*, *there/their/they're*, and *to/two/too*; and
  - 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:
- compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
  - compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
  - compose multi-paragraph argumentative texts using genre characteristics and craft; and
  - compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or 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:
- generate student-selected and teacher-guided questions for formal and informal inquiry;
  - develop and revise a plan;
  - refine the major research question, if necessary, guided by the answers to a secondary set of questions;
  - identify and gather relevant information from a variety of sources;
  - differentiate between primary and secondary sources;
  - synthesize information from a variety of sources;
  - differentiate between paraphrasing and plagiarism when using source materials;
  - examine sources for:
    - reliability, credibility, and bias; and
    - faulty reasoning such as hyperbole, emotional appeals, and stereotype;
  - display academic citations and use source materials ethically; and
  - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.