

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 by summarizing, asking questions, and making comments;
 - follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
 - 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
 - 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:
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
 - use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
 - 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:
- 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;
 - reflect on and adjust responses as new evidence is presented; and
 - 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:
- analyze how themes are developed through the interaction of characters and events;
 - analyze how characters' motivations and behaviors influence events and resolution of the conflict;
 - analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
 - 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:
- demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
 - 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;
 - analyze how playwrights develop dramatic action through the use of acts and scenes;
 - analyze characteristics and structural elements of informational text, including:
 - the controlling idea or thesis with supporting evidence;
 - features such as footnotes, endnotes, and citations; and
 - multiple organizational patterns within a text to develop the thesis;
 - analyze characteristics and structures of argumentative text by:
 - identifying the claim and analyzing the argument;
 - identifying and explaining the counter 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 extended metaphor achieves specific purposes;
 - identify and analyze the use of literary devices, including multiple points of view and irony;
 - analyze how the author's use of language contributes to the mood, voice, and tone; and
 - 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:
- 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 and active and passive voice;
 - prepositions and prepositional phrases and their influence on subject-verb agreement;
 - pronoun-antecedent agreement;
 - correct capitalization;
 - punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; 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, including omission; and
 - faulty reasoning such as bandwagon appeals, repetition, and loaded language;
 - display academic citations and use source materials ethically; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.