

<i>Proclamation 2019</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
<b>Subject</b>	<b>Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language</b>
<b>Subchapter</b>	<b>Subchapter B. Middle School</b>
<b>Course</b>	<b>128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017</b>
<b>Publisher</b>	
<b>Program Title</b>	
<b>Program ISBN</b>	
<b>(a) General requirements.</b>	
<p>(1) The essential knowledge and skills as well as the student expectations for English Learners Language Arts (ELLA), Grade 7 are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).</p> <p>(2) English Learners Language Arts (ELLA), Grade 7 may be substituted for English Language Arts and Reading, Grade 7. All expectations apply to English Learners Language Arts (ELLA), Grade 7 students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.</p>	
<b>(b) Introduction.</b>	
<p>(1) The ELLA Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of this course mirror the essential knowledge and skills for English language arts and reading, which are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>	

- (4) ELLs are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(i) listen actively to interpret a message
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(ii) ask clarifying questions that build on others' ideas

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems	(i) follow increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems	(ii) restate increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems	(iii) give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(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	(i) present a critique of a literary work, film, or dramatic production, employing eye contact to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(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	(ii) present a critique of a literary work, film, or dramatic production, employing speaking rate to communicate ideas effectively

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(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	(iii) present a critique of a literary work, film, or dramatic production, employing volume to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(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	(iv) present a critique of a literary work, film, or dramatic production, employing enunciation to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(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	(v) present a critique of a literary work, film, or dramatic production, employing a variety of natural gestures to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(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	(vi) present a critique of a literary work, film, or dramatic production, employing conventions of language to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:	(D) engage in meaningful discourse and provide and accept constructive feedback from others	(i) engage in meaningful discourse

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) engage in meaningful discourse and provide and accept constructive feedback from others</p>	<p>(ii) provide constructive feedback</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) engage in meaningful discourse and provide and accept constructive feedback from others</p>	<p>(iii) accept constructive feedback from others</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) develop social communication and produce oral language in contextualized and purposeful ways</p>	<p>(i) develop social communication</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) develop social communication and produce oral language in contextualized and purposeful ways</p>	<p>(ii) produce oral language in contextualized ways</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) develop social communication and produce oral language in contextualized and purposeful ways</p>	<p>(iii) produce oral language in purposeful ways</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge</p>	<p>(i) demonstrate phonetic knowledge</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) demonstrate and apply phonetic knowledge</p>	<p>(ii) apply phonetic knowledge</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) write complete words, thoughts, and answers legibly</p>	<p>(i) write complete words legibly</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) write complete words, thoughts, and answers legibly</p>	<p>(ii) write complete thoughts legibly</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) write complete words, thoughts, and answers legibly</p>	<p>(iii) write complete answers legibly</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(i) use print or digital resources to determine the meaning</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(ii) use print or digital resources to determine syllabication</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(iii) use print or digital resources to determine pronunciation</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(iv) use print or digital resources to determine word origin</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(v) use print or digital resources to determine part of speech</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) use context such as contrast or cause and effect to clarify the meaning of words</p>	<p>(i) use context to clarify the meaning of words</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(i) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including omni</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(ii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including log/logue</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(iii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including gen</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(iv) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including vid/vis</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(v) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including phil</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(vi) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including luc</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(vii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including sens/sent</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(viii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including un-</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(ix) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including re-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(x) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including -ly</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xi) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including -er/or</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including -ion/tion/sion</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xiii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including im- (into)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xiv) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including non-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xv) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including dis-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xvi) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including in- (not, non)</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xvii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including pre-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xviii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including -ness</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xix) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including -y</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xx) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including -er (comparative)</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including <i>omni</i>, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>luc</i>, and <i>sens/sent</i>; <i>un-</i>, <i>re-</i>, <i>-ly</i>, and <i>-er/or</i>; and <i>-ion/tion/sion</i>, <i>im-</i> (into), <i>non-</i>, <i>dis-</i>, <i>in-</i> (not, non), <i>pre-</i>, <i>-ness</i>, <i>-y</i>, <i>-er</i> (comparative), <i>-est</i>, and <i>-ful</i></p>	<p>(xxi) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including <i>-est</i></p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including <i>omni</i>, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>luc</i>, and <i>sens/sent</i>; <i>un-</i>, <i>re-</i>, <i>-ly</i>, and <i>-er/or</i>; and <i>-ion/tion/sion</i>, <i>im-</i> (into), <i>non-</i>, <i>dis-</i>, <i>in-</i> (not, non), <i>pre-</i>, <i>-ness</i>, <i>-y</i>, <i>-er</i> (comparative), <i>-est</i>, and <i>-ful</i></p>	<p>(xxii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including <i>-ful</i></p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including <i>omni</i>, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>luc</i>, and <i>sens/sent</i>; <i>un-</i>, <i>re-</i>, <i>-ly</i>, and <i>-er/or</i>; and <i>-ion/tion/sion</i>, <i>im-</i> (into), <i>non-</i>, <i>dis-</i>, <i>in-</i> (not, non), <i>pre-</i>, <i>-ness</i>, <i>-y</i>, <i>-er</i> (comparative), <i>-est</i>, and <i>-ful</i></p>	<p>(xxiii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including <i>omni</i></p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including <i>omni</i>, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>luc</i>, and <i>sens/sent</i>; <i>un-</i>, <i>re-</i>, <i>-ly</i>, and <i>-er/or</i>; and <i>-ion/tion/sion</i>, <i>im-</i> (into), <i>non-</i>, <i>dis-</i>, <i>in-</i> (not, non), <i>pre-</i>, <i>-ness</i>, <i>-y</i>, <i>-er</i> (comparative), <i>-est</i>, and <i>-ful</i></p>	<p>(xxiv) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including <i>log/logue</i></p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxv) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including gen</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxvi) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including vid/vis</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxvii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including phil</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxviii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including luc</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxix) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including sens/sent</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxx) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including un-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxi) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including re-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -ly</p>



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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxiii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -er/or</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxiv) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -ion/tion/sion</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxv) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including im- (into)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxvi) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including non-</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxvii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including dis-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxviii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including in- (not, non)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xxxix) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including pre-</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xl) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -ness</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xli) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -y</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xlii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -er (comparative)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xliii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -est</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful</p>	<p>(xliv) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages, including -ful</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(i) identify words that name actions</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(ii) identify words that name directions</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(iii) identify words that name positions</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(iv) identify words that name sequences</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(v) identify words that name locations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(vi) use words that name actions</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(vii) use words that name directions</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(viii) use words that name positions</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(ix) use words that name sequences</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(x) use words that name locations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly	(i) use multiple-meaning words correctly
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly	(ii) use homographs correctly
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly	(iii) use homophones correctly
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly	(iv) use commonly confused terms correctly
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:	(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies	(i) investigate expressions

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies</p>	<p>(ii) investigate word relationships</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose</p>	<p>(i) use appropriate fluency (rate) when reading grade-level text</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose</p>	<p>(ii) use appropriate fluency (accuracy) when reading grade-level text</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose</p>	<p>(iii) use appropriate fluency (prosody) when reading grade-level text</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, the student is expected to use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose</p>	<p>(iv) adjust fluency when reading grade-level text based on the reading purpose</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(i) self-select text</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(ii) read independently for a sustained period of time</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) establish purpose for reading assigned and self-selected texts</p>	<p>(i) establish purpose for reading assigned texts</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) establish purpose for reading assigned and self-selected texts</p>	<p>(ii) establish purpose for reading self-selected texts</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(i) generate questions about text before reading to deepen understanding</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(ii) generate questions about text during reading to deepen understanding</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iii) generate questions about text after reading to deepen understanding</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iv) generate questions about text before reading to gain information</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(v) generate questions about text during reading to gain information</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(vi) generate questions about text after reading to gain information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(i) make predictions using text features</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(ii) make predictions using characteristics of genre</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(iii) make predictions using structures</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(iv) correct or confirm predictions using text features</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(v) correct or confirm predictions using characteristics of genre</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures</p>	<p>(vi) correct or confirm predictions using structures</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) create mental images to deepen understanding</p>	<p>(i) create mental images to deepen understanding</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(i) make connections to personal experiences</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(ii) make connections to ideas in other texts</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(iii) make connections to society</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(i) make inferences to support understanding</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(ii) use evidence to support understanding</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(G) evaluate details read to determine key ideas</p>	<p>(i) evaluate details read to determine key ideas</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) synthesize information to create new understanding</p>	<p>(i) synthesize information to create new understanding</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p>	<p>(i) monitor comprehension</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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. Based on the student's language proficiency level, the student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(ii) make adjustments 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. Based on the student's language proficiency level, the student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts
(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. Based on the student's language proficiency level, the student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	(i) write responses that demonstrate understanding of texts, including comparing sources within genres
(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. Based on the student's language proficiency level, the student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	(ii) write responses that demonstrate understanding of texts, including comparing sources across genres
(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. Based on the student's language proficiency level, the student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response

Knowledge and Skills Statement	Student Expectation	Breakout
(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. Based on the student's language proficiency level, the student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(i) paraphrase texts in ways that maintain meaning
(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. Based on the student's language proficiency level, the student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(ii) paraphrase texts in ways that maintain logical order
(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. Based on the student's language proficiency level, the student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iii) summarize texts in ways that maintain meaning
(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. Based on the student's language proficiency level, the student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iv) summarize texts in ways that maintain logical order
(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. Based on the student's language proficiency level, the student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways

Knowledge and Skills Statement	Student Expectation	Breakout
(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. Based on the student's language proficiency level, the student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate
(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. Based on the student's language proficiency level, the student is expected to:	(G) discuss and write about the explicit or implicit meanings of text	(i) discuss the explicit or implicit meanings of text
(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. Based on the student's language proficiency level, the student is expected to:	(G) discuss and write about the explicit or implicit meanings of text	(ii) write about the explicit or implicit meanings of text
(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. Based on the student's language proficiency level, the student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(i) respond orally or in writing with appropriate register
(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. Based on the student's language proficiency level, the student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(ii) respond orally or in writing with appropriate vocabulary



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p>	<p>(iii) respond orally or in writing with appropriate tone</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice</p>	<p>(iv) respond orally or in writing with appropriate voice</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(I) reflect on and adjust responses as new evidence is presented</p>	<p>(i) reflect on responses as new evidence is presented</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(I) reflect on and adjust responses as new evidence is presented</p>	<p>(ii) adjust responses as new evidence is presented</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) infer multiple themes within and across texts using text evidence</p>	<p>(i) infer multiple themes within texts using text evidence</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) infer multiple themes within and across texts using text evidence</p>	<p>(ii) infer multiple themes across texts using text evidence</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) analyze how characters' qualities influence events and resolution of the conflict</p>	<p>(i) analyze how characters' qualities influence events</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) analyze how characters' qualities influence events and resolution of the conflict</p>	<p>(ii) analyze how characters' qualities influence resolution of the conflict</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot</p>	<p>(i) analyze plot elements, including the use of foreshadowing, to advance the plot</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot</p>	<p>(ii) analyze plot elements, including the use of suspense, to advance the plot</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) analyze how the setting influences character and plot development</p>	<p>(i) analyze how the setting influences character development</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) analyze how the setting influences character and plot development</p>	<p>(ii) analyze how the setting influences plot development</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction</p>	<p>(i) demonstrate knowledge of literary genres</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms</p>	<p>(i) analyze the effect of rhyme scheme in poems across a variety of poetic forms</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms</p>	<p>(ii) analyze the effect of meter in poems across a variety of poetic forms</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms</p>	<p>(iii) analyze the effect of graphical elements in poems across a variety of poetic forms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>(i) analyze how playwrights develop characters through dialogue</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>(ii) analyze how playwrights develop characters through staging</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories                      □</p>	<p>(i) analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(ii) analyze characteristics of informational text, including features</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(iii) analyze characteristics of informational text, including organizational patterns that support multiple topics</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(iv) analyze characteristics of informational text, including organizational patterns that support multiple categories</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(v) analyze characteristics of informational text, including organizational patterns that support multiple subcategories</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(vi) analyze structural elements of informational text, including the controlling idea or thesis with supporting evidence</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(vii) analyze structural elements of informational text, including features</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(viii) analyze structural elements of informational text, including organizational patterns that support multiple topics</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(ix) analyze structural elements of informational text, including organizational patterns that support multiple categories</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and                      (iii) organizational patterns that support multiple topics, categories, and subcategories  <input type="checkbox"/></p>	<p>(x) analyze structural elements of informational text, including organizational patterns that support multiple subcategories</p>



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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(i) analyze characteristics of argumentative text by identifying the claim</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(ii) analyze characteristics of argumentative text by explaining how the author uses various types of evidence to support the argument</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(iii) analyze characteristics of argumentative text by explaining how the author uses consideration of alternatives to support the argument</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(iv) analyze characteristics of argumentative text by identifying the intended audience or reader</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(v) analyze structures of argumentative text by identifying the claim</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(vi) analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(vii) analyze structures of argumentative text by explaining how the author uses consideration of alternatives to support the argument</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(viii) analyze structures of argumentative text by identifying the intended audience or reader</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) analyze characteristics of multimodal and digital texts</p>	<p>(i) analyze characteristics of multimodal texts</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) analyze characteristics of multimodal and digital texts</p>	<p>(ii) analyze characteristics of digital texts</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(i) explain the author's purpose within a text</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze how the use of text structure contributes to the author's purpose</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) analyze the author's use of print features to achieve specific purposes</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(ii) analyze the author's use of graphic features to achieve specific purposes</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes</p>	<p>(i) describe how the author's use of figurative language achieves specific purposes</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) identify the use of literary devices, including subjective and objective point of view</p>	<p>(i) identify the use of literary devices, including subjective point of view</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) identify the use of literary devices, including subjective and objective point of view</p>	<p>(ii) identify the use of literary devices, including objective point of view</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) analyze how the author's use of language contributes to mood, voice, and tone</p>	<p>(i) analyze how the author's use of language contributes to mood</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) analyze how the author's use of language contributes to mood, voice, and tone</p>	<p>(ii) analyze how the author's use of language contributes to voice</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) analyze how the author's use of language contributes to mood, voice, and tone</p>	<p>(iii) analyze how the author's use of language contributes to tone</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations</p>	<p>(i) explain the purpose of rhetorical devices</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations</p>	<p>(ii) explain the purpose of rhetorical questions</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations</p>	<p>(iii) explain the purpose of logical fallacies</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(i) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</p>



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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(v) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(viii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific examples</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(ix) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xi) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xii) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xiii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xiv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xvi) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific examples</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xvii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xviii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xix) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xx) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xxi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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  <input type="checkbox"/></p>	<p>(xxii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(i) revise drafts for clarity</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(ii) revise drafts for development</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iv) revise drafts for style</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(v) revise drafts for word choice</p>
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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:                      (i) complete simple, compound, and 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</p>	<p>(xxiii) edit drafts using standard English conventions, including punctuation, including commas to set off phrases</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:                      (i) complete simple, compound, and 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</p>	<p>(xxiv) edit drafts using standard English conventions, including punctuation, including commas to set off clauses</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:                      (i) complete simple, compound, and 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</p>	<p>(xxv) edit drafts using standard English conventions, including punctuation, including semicolons</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:                      (i) complete simple, compound, and 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</p>	<p>(xxvi) edit drafts using standard English conventions, including correct spelling, including commonly confused terms</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) publish written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(i) compose literary texts using genre characteristics</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(ii) compose literary texts using craft</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(i) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(ii) compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(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</p>	<p>(iii) compose informational texts, including multi-paragraph essays that convey information about a topic, using craft</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p>	<p>(i) compose multi-paragraph argumentative texts using genre characteristics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p>	<p>(ii) compose multi-paragraph argumentative texts using craft</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</p>	<p>(i) compose correspondence that reflects an opinion, registers a complaint, or requests information in business or friendly structure</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(i) generate student-selected questions for formal inquiry</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(ii) generate student-selected questions for informal inquiry</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(iii) generate teacher-guided questions for formal inquiry</p>

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(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. Based on the student's language proficiency level, the student is expected to:	(A) generate student-selected and teacher-guided questions for formal and informal inquiry	(iv) generate teacher-guided questions for informal inquiry
(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. Based on the student's language proficiency level, the student is expected to:	(B) develop and revise a plan	(i) develop a plan
(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. Based on the student's language proficiency level, the student is expected to:	(B) develop and revise a plan	(ii) revise a plan
(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. Based on the student's language proficiency level, the student is expected to:	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions	(i) refine the major research question, if necessary, guided by the answers to a secondary set of questions
(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. Based on the student's language proficiency level, the student is expected to:	(D) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(D) identify and gather relevant information from a variety of sources</p>	<p>(ii) gather relevant information from a variety of sources</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(E) differentiate between primary and secondary sources</p>	<p>(i) differentiate between primary and secondary sources</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(F) synthesize information from a variety of sources</p>	<p>(i) synthesize information from a variety of sources</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(G) differentiate between paraphrasing and plagiarism when using source materials</p>	<p>(i) differentiate between paraphrasing and plagiarism when using source materials</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) examine sources for:                      (i) reliability, credibility, and bias; and                      (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype  <input type="checkbox"/></p>	<p>(i) examine sources for reliability</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) examine sources for:                      (i) reliability, credibility, and bias; and                      (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype  <input type="checkbox"/></p>	<p>(ii) examine sources for credibility</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) examine sources for:                      (i) reliability, credibility, and bias; and                      (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype  <input type="checkbox"/></p>	<p>(iii) examine sources for bias</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(H) examine sources for:                      (i) reliability, credibility, and bias; and                      (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype  <input type="checkbox"/></p>	<p>(iv) examine sources for faulty reasoning</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(I) display academic citations and use source materials ethically</p>	<p>(i) display academic citations</p>
<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(I) display academic citations and use source materials ethically</p>	<p>(ii) use source materials ethically</p>

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<p>(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. Based on the student's language proficiency level, the student is expected to:</p>	<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>	<p>(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>