Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
110.2	110.3	110.4	110.5	110.608 711 Tm [(G)1.1 (r)-3x1 (r)-pOrtim1

K - 12 Vertical Alignment

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English lade 8
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110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	

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K - 12 Vertical Alignment

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	G	rade 5	Grade 6	Grade 7	Grade 8	}	English I	English II	E	nglish III	Enç	lish IV	
110.2	110.3	110.4	110.5	110.6	-	110.7	110.22	110.23	110.24	Ļ	110.36	110.37		110.38	1	10.39	
(iv) identifying		GspTJ m	n Tw 8T* rem (a	o)9 (u)5e 111	1	0.006.277	Td [(110.	(.4	Tm [(G)1.1	(r)522	4(s)2.5	(y)196	0	Ovi)17	-7	i)17	-7
syllables in spoken	11 1	0.006 Tw 06 691.0	87 (.4 Tm [(G)1	.18 (ng)em [(s)2	2.5 (y)17 (l	lai (b)-7 (le)	9.J Oi3 (ad)-t(k)5	(e)5 (u)5)-7	([(G)1.h)5 (ik)5	(e)-2.8 (n))]TJ 73 -1.277	Td [(110. (.4	Tm [(G)1	18 (ng)-2.3	(ad)-4	8.ng) Tc 7	8)55tr)str7s iñ

K - 12 Vertical Alignment

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36
(i) identifying and	I (i) decoding wore	ds(i) decoding word	ds (i) decoding	(i) decoding word	d: (i) decoding word:				
matching the	in isolation and i	n with short, long,	omultisyllabic wor	dswith specific	with consonant				
common sounds	the admitext by apply	ingariant vowels,	with multiple sou	In d Fthographic pat	t changes, including				
	; common letter s				ngto /sh/ such as in				
·	correspondences	U 1			ulaelect and selection				
	,		and en;	plurals;	and /k/ to /sh/ such				
				ļ ,	as music and				
					musician;				
(ii) using letter-	-	d (ii) decoding wor							
sound relationsh	pswith initial and f	nadvith silent letter	S						
to decode, incluc	lingpnsonant blend	s, such as knife and	d						
VC, CVC, CCVC,	digraphs, and	gnat;							
and CVCC words	; trigraphs;								
	h; (iii) decoding wo	-	(ii) decoding	(ii) decoding	(ii) decoding				
new words are	with closed		5		dsmultisyllabic words				
created when let		with closed	with closed	with closed	with closed				
are changed, add		syllables; open	syllables; open	syllables; open	syllables; open				
or deleted such a	a:syllables; vowel	syllables; VCe	syllables; VCe	syllables; VCe	syllables; VCe				
pit - tip - tap; an	dteams, including	syllables; vowel	syllables; vowel	syllables; vowel	syllable; vowel				
	vowel digraphs a	ndeams, including	teams, including	teams, including	teams, including				
	diphthongs; and	r-digraphs and	digraphs and	digraphs and	digraphs and				
	controlled syllabl	esdiphthongs; r-	diphthongs; r-	diphthongs; r-	diphthongs; r-				
	-	controlled syllabl	escontrolled syllable	escontrolled syllabl	escontrolled syllables;				
		and final stable	and final stable	and final stable	and final stable				
		syllables;	syllables;	syllables;	syllables;				
		5		.					
	(iv) using knowle								
		o compound words	S,						
	decode common								
	compound words								
	and contractions	;							

English II	English III	English IV
110.37	110.38	110.39

K - 12 Vertical Alignment

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36
	110.5		(vi) decoding word using knowledge d suffixes, including how they can cha base words such a dropping e, chang y to i, and doubling	(v) decoding word fusing knowledge of suffixes, including fuggev they can cha absase words such as dropping e, chang gy to i, and doubling affindal consonants; and		110,22	110.2.5	110.24	110.30

(iv) identifying anc (vi) identifying anc (vii) identifying and (vii) identifying and reading at least 25 seading at least 100 ading highhigh-frequency high-frequency frequency words from a words from a from a research-based list based list; based list; based list;

English II	English III	English IV
110.37	110.38	110.39

K - 12 Vertical Alignment

Kindergarten	Grado 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grado 7	Grade 8	Engl
Kindergarten	Grade 1		Uraue J	Uldue 4	Uldue J	Uldue U	Grade 7	Uraue 0	Engl
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	
110.2	110.5	110.4	110.5	110.0	110.7	110.22	110.23	110.24	

Kindergarten		Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.2 (iii) recognizing t	<u>110.3</u> h	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36
sentences are									
comprised of wo separated by spa									
and recognizing									
word boundaries	,								
(iv) recognizing t									
difference betwe letter and a prin									
word; and									
(v) identifying all									
uppercase and lowercase letter	S;								
and									
		(D) alphabetize a toseries of words an							
		et us re a dictionary or	third letter; and						
	to find words; a	na gy ossary to find ndwords; and							
(E) develop	(F) develop	(E) develop	(D) write complet						
handwriting by	handwriting by	handwriting by	words, thoughts, a	nd					
5	ngprinting words, d sentences, and	accurately forming all cursive letters	0,00						
lowercase letter	s answers legibly	using appropriate a	appropriate spaces	;					
using appropriat directionality.	e l etaCinig appropria	atestrokes when I connecting letters.	betw						
an ectionality.	words.	connecting letters.							

English II	English III	English IV
110.37	110.38	110.39

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(5)	(6)	(6)	(6)	(6)	(6)	(5)	(5)	(5)	(4)	(4)	(4)	(4)

(A) establish purpc (A) es for reading assigned by reading and self-selected and self-sel texts with adult texts with adult texts: assistance: assistance: (B) generate guestions about texplestions abo before, during, andbefore, durin after reading to deepen understand deepen under and gain informatigand gain with adult assistance;

(C) make and corre(C) make and (C) make and confirm predictionsor confirm or confirm using text featurespredictions using tpredictions using tpredictions using tpredictions using text featurespredictions using text and structures witfeatures. features, features, features, features, features, features, features, features, features, features. adult assistance; characteristics of characteristic genre, and structurgesnre, and structurgesn with adult assistar

	a 1 4			- · · ·	a i =		a i =					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize
information to cr	reanteormation to c	reanteormation to c	creanteormation to c	reanteormation to c	reanteormation to c	reanteormation to c	reanteormation to cr	reanteormation to c	reanteormation from	n timoformation from	information from	n ainformation from a
new understandi	ngnew understandi	ingnew understand	lingnew understand	ingnew understand	ingnew understandi	ngnew understand	ingnew understandi	ingnew understand	ingtexts to create	nemnultiple texts to	variety of text t	ypevariety of text types
with adult assist	anweith adult assist	tanened	and	and	and	and	and	and	understanding; a	andcreate new	to create new	to create new
and	and									understanding; a	ndunderstanding; a	andunderstanding; and
(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor
comprehension a	inccomprehension a	andcomprehension a	andcomprehension a	anccomprehension a	andcomprehension a	inccomprehension a	andcomprehension a	andcomprehension a	andcomprehension	andcomprehension a	nccomprehension a	anccomprehension and
make adjustment	ts make adjustment	ts make adjustmen	nts make adjustmen	ts make adjustmen	ts make adjustment	ts make adjustmen	ts make adjustment	ts make adjustmen	ts make adjustmen	ts make adjustment	s make adjustmen	ts make adjustments
•	•	•	•	•	•	•	•	•	•	-	•	ng such as re-reading,
	0	0	0	0	0	0	0	0	0	0	0	d using background
0 0	0 0	u u	0 0	• •	v v	• •	v v	0 0	0 0	5 5	0 0	ng knowledge, asking
•	andfor visual cues, a	0 0	e	questions, and	questions, and	questions, and	questions, and	questions, and	questions, and	questions, and	0	tatquestions, annotat
			1 1	· ·	•				•	· · · ·	1 '	le and using outside
•	• •	• •	•	•	v	Ũ	Ŭ	•	•	reakisderstanding br	•	sources when
breaks down wit	0	breaks down.	down.	down.	down.	down.	down.	down.	down.	down.		reaksderstanding breaks
											. 0	
adult assistance.											down.	down.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV	
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39	
(6)	(7)	(7)	(7)	(7)	(7)	(6)	(6)	(6)	(5)	(5)	(5)	(5)	
(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describeJ ET E	
personal connec	personal connecti personal con												
to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of		
sources;	sources;	sources;	sources, includir	ng sources, includii	ng								
	ources; sources; sources; including sources, including sources												

Kindergarten Grade 1 110.2

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(ii) titles and sim	p (ii) features and	(ii) features and		(ii) features such	(ii) features such	(ii) features such a		(ii) features such a				
graphics to gain	simple graphics to	graphics to locate	sections, tables,	pronunciation guid	d ens ets, timelines, a	a ind roduction,	references or	footnotes, endnote	es,			
information; and	locate or gain	and gain informati	graphs, timelines,	and diagrams to	sidebars to suppo	offoreword, preface	acknowledgement	sand citations; and				
	information; and		bullets, numbers,		understanding; an		and					
			bold and italicized	understanding; an	d	acknowledgement						
			font to support			to gain backgroun	d					
			understanding; an	d		information; and						
(iii) the steps in a	a (iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational						
	duptatterns such as											
assistance;	chronological orde		•		logical order and							
	and description w	0			order of importan	ccelasO4 Tw T 7.1 (r	n)-2.8 (s0as)5.5 (s	5).4 (i)2.942 (r)]T	J 0.002 Tw T* [(ad	d)-v(ch) (an)5 (t)2	2.94 (g)e, and	
					•						-	

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adult assistance; stated explicitly; solution;

adispadch antg;

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36
(9)	(10)	(10)	(10)	(10)	(10)	(9)	(9)	(9)	(8)
(A) discuss with a	c(A) discuss the	(A) discuss the	(A) explain the	(A) analyze th					

assistance the author's purpose fourthor's purpose fourthor's purpose and thor's purpose

(B) discuss with a (B) discuss how th (B) discuss how th (B) explain how th (B) explain how th (B) analyze h

(C) analyze the (C) evaluate the (C) evaluate the (C) evaluate the (C) evaluate the (C) discuss with a (C) discuss with a (C) discuss the (C) explain the (C) analyze the (C) analyze the (C) analyze the (C) analyze the assistance the assistance the author's use of printuthor's use of author's use of printuthor's use of printuthor and graphic featurand graphic to achieve specific to achieve specific purposes; purposes;

(D) discuss with a(D) discuss how th (D) discuss how th (D) describe how t (D) describe

sound devices suc metaphor, and sou**n**detaphor, and sou**ad**hieves specific achieves specific specific purposes; onomatopoeia devices such as devices achieves purposes; purposes; achieves specific alliteration and specific purposes;

purposes; assonance achieves

specific purposes;

(E) listen to and (E) listen to and (E) identify the use (E) identify the use (E) identify and (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify and (E) identify and (E) identify the use (E) identify the use (E) identify and (E) identify and (E) identify the use (E) identify and (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify the use (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify the use (E) identify and (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify and (E) identify the use (E) identify and (

	English II	English III	English IV
	110.37	110.38	110.39
	(8)	(8)	(8)
the	(A) analyze the	(A) analyze the	(A) evaluate the
rpose,	author's purpose,	author's purpose,	author's purpose,
nd	audience, and	audience, and	audience, and
thin a	message within a	message within a	message within a
	text:	text	text:
use of	(B) analyze use of	(B) evaluate use of	(B) evaluate use of
ure to	text structure to	text structure to	text structure to
author	raschieve the author	ræchieve the author	raschieve the author's
	purpose;	purpose;	purpose;

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36
(10)	(11)	(11)	(11)	(11)	(11)	(10)	(10)	(10)	(9)
0	dary generating idea	sy generating idea	sy selecting a ger	ntey selecting a ger	a(A) plan a first dra ndey selecting a ger	ntey selecting a ger	ntey selecting a ger	ntey selecting a ger	nveriting appropr
writing through cl	afsoar writing such a	for writing such a	sfor a particular to	p fio r, a particular to	o pfio r, a particular to	paippropriate for a	appropriate for a	appropriate for a	for various purp
discussions and	drawing and	drawing and	purpose, and	purpose, and	purpose, and	particular topic,	particular topic,	particular topic,	and audiences b
drawings;	brainstorming;	brainstorming;	audience using a	0	audience using a sange of strategie		purpose, and audience using a	purpose, and audience using a	generating idea
			such as brainstorming, freewriting, and mapping;	such as brainstorming, freewriting, and mapping;	such as brainstorming, freewriting, and mapping;	range of strategie such as discussio	escange of strategie nsuch as discussio ngackground readir and personal interests;	esange of strategie nsuch as discussio	esstrategies such nbrainstorming,
(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop drafts	(B) develop draf
oral, pictorial, or	oral, pictorial, or	into a focused pie	edeto a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,	into a focused,
5	written form by:	of writing by:	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and	structured, and
organizing ideas;			coherent piece of writing by:	coherent piece of writing by:	coherent piece of writing by:	coherent piece of writing by:	coherent piece of writing by:	coherent piece of writing by:	coherent piece writing in timec open-ended situations by:
	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) organizing with	(i) using an
	structure; and	structure; and	purposeful struct	upeurposeful struct	uperposeful struct	uperposeful struct	uperposeful struct	uperposeful struct	upeganizing struc
			including an	including an	including an	including an	including an	including an	appropriate to
			introduction and a	aintroduction,	introduction,	introduction,	introduction,	introduction,	purpose, audien
			conclusion; and	transitions, and a conclusion; and	transitions, and a conclusion; and		€transitions, coher 5 within and across		
							paragraphs, and a		
						conclusion; and	conclusion; and	conclusion; and	puherence
									par zing struc

English II	English III	English IV
110.37	110.38	110.39
(9)	(9)	(9)

the of (A) plan a piece of (A) plan a piece of (A) plan a piece of opriatevriting appropriatevriting appropriatevriting appropriate urpose or various purpose or various purpose or various purpose of by and audiences by and audiences by and audiences by leas generating ideas generating ideas generating ideas nge of through a range of through a strategies such asstrategies such as g, brainstorming, brainstorming, brainstorming, ading, journaling, reading, journaling, reading, g; or discussing; or discussing; or discussing;

rafts (B) develop drafts (B) develop drafts (B) develop draftsad, into a focused, into a focused, into a focused, and structured, and structured, and structured, andce of coherent piece of coherent piece of coherent piece of and/riting in timed and/riting in timed and/riting in timed andopen-endedopen-endedopen-endedopen-endedsituations by:situations by:

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ntext;

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Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(D) edit drafts wit	t (D) edit drafts us Jstandard English		iı (D) edit drafts us	ir (D) edit drafts us	sir(D) edit drafts us	siı(D) edit drafts us		sir(D) edit drafts us	sir(D) edit drafts us		ir (D) edit drafts to demonstrate a command of star English conventio using a style guic	(D) edit drafts to demonstrate a c command of stanc n£nglish conventions leussing a style guide as appropriate; and
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	and compound sentences with subject-verb agreement and	I∈ (i) complete simp and compound sentences with subject-verb agreement and ceasyoidance of spli run-ons, and fragments;	sentences with subject-verb agreement and avoidance of spli	pl (i) complete com sentences with subject-verb agreement and cesyoidance of splic run-ons, and fragments;	sentences with subject-verb agreement and	complete, contro sentences and avoidance of	(i) a variety of lleadomplete, contro sentences and avoidance of cesnintentional spli run-ons, and fragments;		
(ii) verbs;	(ii) past and prese verb tense;		٤ (ii) past, present, e; future verb tense	-	(ii) past tense of irregular verbs;		(ii) consistent, ofappropriate use (verb tenses;	verb tenses and		ctiveeb tense and a	ctive	
(iii) singular and plural nouns;			I (iii) singular, plura p e ommon, and pro nouns;			uns;						
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	comparative and	(iv) adjectives, including their comparative and s; superlative forms								
	(v) adverbs that convey time;		(v) adverbs that convey time and væydverbs that con manner;	5 . 5	adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;					
(v) prepositions;	(vi) prepositions;	(vi) prepositions a prepositional phrases;	aı (vi) prepositions a prepositional phrases;	aı (vi) prepositions a prepositional phrases;	prepositional phr and their influence	a:prepositional phr ceand their influenc	aı (iv) prepositions a asæsepositional phr ceand their influenc on subject-verb agreement;	aspesepositional phr ceand their influence	ases			
including subjectivo objective, and	objective, and	objective, and	(vii) pronouns, véncluding subjecti objective, and ; possessive cases	Ū.	(vii) pronouns, e; including indefini	(v) pronouns, teincluding relative	(v) pronoun-; antecedent agreement;	(iv) pronoun- antecedent agreement;	(iii) pronoun- antecedent agreement;	(iii) pronoun- antecedent agreement;		
		conjunctions to f	omonjunctions to f tscompound subjec	ormonjunctions to f	omonjunctions to f	forminjunctions to f escomplex sentenc and correlative	y (vi) subordinating forminjunctions to f escomplex sentence and correlative h asnjunctions suc either/or and neither/nor;	form es				

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36

English II	
110.37	rade 6

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I
randor gai com	erade r								Englisht
110.0	110.3	110.4	110.5	110.6	110 7	110.22	110.23	110.24	110.36
110.2	110.5	110.4	110.5	110.0	110.7	110.22	110.23	110.24	110.30
(12)	(10)	(1 2)	(12)	(10)	(10)	(10)	(12)	(10)	(11)
(∠)	(13)	(13)	(13)	(13)	(13)	(12)	(12)	(12)	(11)
. ,	. ,	• •	• •	· ,	• •	• •	. ,	• •	. ,
(A) goporata									

(A) generate questions f 2.9 (e)]TJ ET Q BTesA(12)

English II	English III	English IV
110.37	110.38	110.39
(11)	(11)	(11)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
						(11) av(2:20 0 0 0						

(H) ex(3is89 0 9.9