

Subject

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 by summarizing, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, discussion, and thinking--oral language. Based on the student's language proficiency level, the student is expected to:

(i) listen actively to interpret a message by summarizing

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 proficiencies

7.3(d) and 4(f)-5.7(5)(l)3.2(d) 0.5(a)(7)(l)3.2(ol)(2.6(od s)-)7.l)3.2(angub3(deve)-4Tw ((l)6.9(u)6.8(tion))TJ EMC40/P <</MCID 21 >>342w 9.28.56 433.68 236.

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:	(D) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(iv) advocate a position using anecdotes, analogies, and/or illustrations 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:	(D) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(v) advocate a position using anecdotes, analogies, and/or illustrations 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:	(D) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(vi) advocate a position using anecdotes, analogies, and/or illustrations 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:	(E) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(i) participate collaboratively in discussions
(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:	(E) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(ii) plan agendas with clear goals

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>(E) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues</p>	<p>(iii) plan agendas with clear deadlines</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) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues</p>	<p>(iv) set time limits for speakers</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) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues</p>	<p>(v) take notes</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) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues</p>	<p>(vi) vote on key issues</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>(F) develop social communication and produce oral language in contextualized and purposeful ways</p>	<p>(i) develop social communication</p>

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>(F) 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>(F) develop social communication and produce oral language in contextualized and purposeful ways</p>	<p>(iii) produce oral language in purposeful ways</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>(i) demonstrate phonetic knowledge</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>(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>
<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 within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words</p>	<p>(i) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words</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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(vi) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including ast
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(vii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including qui
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(viii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including path
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(ix) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including mand/mend
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(x) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including duc

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:

(C) determkiv4x.68 504.1201 Tm [((-2.7(C)-1B2.7(m)--0 png.oc.3(t)l, tlanguirefeiraeCing,

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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xvi) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages including port
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xvii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages including tele
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xviii) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including auto
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xix) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including bio
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xx) determine the usage of grade-level academic English words derived from Greek, Latin, and other languages including graph

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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xxvi) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including chrono
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xxvii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including audi
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xxviii) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including geo
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xxix) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including dict
(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:	(C) determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject	(xxx) determine the meaning of grade-level academic English words derived from Greek, Latin, and other languages, including photo

Knowledge and Skills Statement

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:

(C) determine the meaning and usage of grade-level

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>(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>
<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,</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:	(D) identify and use words that name actions, directions, positions, sequences, and locations	(viii) use words that name positions
(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:	(D) identify and use words that name actions, directions, positions, sequences, and locations	(ix) use words that name sequences
(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:	(D) identify and use words that name actions, directions, positions, sequences, and locations	(x) use words that name locations
(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

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>(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly</p>	<p>(iii) use homophones correctly</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>(E) use multiple-meaning words, homographs, homophones, and commonly confused terms correctly</p>	<p>(iv) use commonly confused terms correctly</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>(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies</p>	<p>(i) investigate expressions</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>(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies</p>	<p>(ii) investigate word relationships</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:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts
(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:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding
(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:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text before reading to gain information
(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:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text during reading to deepen understanding
(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:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iv) generate questions about text during reading to gain information

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>(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>
<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>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student

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>(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>
<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>(ii) make adjustments when understanding breaks down</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>(A) describe personal connections to a variety of sources, including self-selected texts</p>	<p>(i) describe personal connections to a variety of sources, including self-selected texts</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>		

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:	(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
(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

Knowledge and Skills Statement

Knowledge and Skills Statement

Student Expectation

Breakout

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>(I) reflect on and adjust responses as new evidence is presented</p>	<p>(ii) adjust 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>(J) defend or challenge the authors' claims using relevant text evidence</p>	<p>(i) defend or challenge the authors' claims using relevant 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) analyze how themes are developed through the interaction of characters and events</p>	<p>(i) analyze how themes are developed through the interaction of characters</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) analyze how themes are developed through the interaction of characters and events</p>	<p>(ii) analyze how themes are developed through events</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>(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict</p>	<p>(i) analyze how characters' motivations 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' motivations and behaviors influence events and resolution of the conflict</p>	<p>(ii) analyze how characters' behaviors 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' motivations and behaviors influence events and resolution of the conflict</p>	<p>(iii) analyze how characters' motivations influence resolution of the conflict</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' motivations and behaviors influence events and resolution of the conflict</p>	<p>(iv) analyze how characters' behaviors influence resolution of the conflict</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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, contempoent reca.3(c)8 Q 0 (hi)3.2.3(i)3.2(ç

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>(F) analyze characteristics and structures of argumentative text by: (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader</p>	<p>(ii) analyze characteristics of argumentative text by analyzing 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>(F) analyze characteristics and structures of argumentative text by: (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader</p>	<p>(iii) analyze characteristics of argumentative text by identifying the counter 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>(F) analyze characteristics and structures of argumentative text by: (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader</p>	<p>(iv) analyze characteristics of argumentative text by explaining the counter 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>(F) analyze characteristics and structures of argumentative text by: (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader</p>	<p>(v) analyze characteristics of argumentative text by identifying the intended audience or reader</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>(F) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader 	<p>(vi) 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>(F) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader 	<p>(vii) analyze structures of argumentative text by analyzing 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>(F) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter aring the argument; (ii) identifying and the argument; 	



Knowledge and Skills Statement	Student Expectation	Breakout
<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>
<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 extended metaphor achieves specific purposes</p>	<p>(i) describe how the author's use of figurative language achieves language</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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:

(E) identify and analyze the use of literary devices, including multiple points of view and irony

(i) identify the use of literary devices, including multiple points of view

(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

Knowledge and Skills Statement

Student Expectation

Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
<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 the mood, voice, and tone</p>	<p>(iii) analyze how the author's use of language contributes to the 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 analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning</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 analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning</p>	<p>(ii) explain the purpose of logical fallacies</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>(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</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</p>	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</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</p>	<p>(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(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	(iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs
(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:	(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	(v) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion
(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:	(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	(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts
(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:	(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	(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details

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>(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</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</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</p>	<p>(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions</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</p>	<p>(xi) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence within paragraphs</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>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<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:</p> <ul style="list-style-type: none"> (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 	<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:</p> <ul style="list-style-type: none"> (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 	<p>(xiv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts</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:</p> <ul style="list-style-type: none"> (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 	<p>(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(11) Composition: listening, speaking, reading, writing,

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>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 	<p>thought with specific facts, details, and examples compose multiple texts that are legible and uses</p>

Knowledge and Skills Statement

Student Expectation

Breakout

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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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:

- (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 and active and passive voice;
 - (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;
 - (vii) correct capitalization;
 - (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses
 - (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're,

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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:

- (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 and active and passive voice;
 - (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;
 - (vii) correct capitalization;
 - (viii) punctvonal uluding:

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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:

- (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 and active and passive voice;
 - (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;
 - (vii) correct capitalization;
 - (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses
 - (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're,

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:</p> <ul style="list-style-type: none">(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 and active and passive voice;(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;(vii) correct capitalization;(viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	

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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>(vi) edit drafts using standard English conventions, including avoidance of fragments</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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:

Knowledge and Skills Statement

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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(ix) edit drafts using standard English conventions, including consistent, appropriate use of passive voice</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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>(x) edit drafts using standard English conventions, including conjunctive adverbs</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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>(xi) edit drafts using standard English conventions, including prepositions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(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:

- (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 and active and passive voice;
 - (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;
 - (vii) correct capitalization;

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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xiii) edit drafts using standard English conventions, including [prepositional phrases'] influence on subject-verb agreement</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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xiv) edit drafts using standard English conventions, including pronoun-antecedent agreement</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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xv) edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences</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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xvii) edit drafts using standard English conventions, including correct capitalization</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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>(xviii) edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases</p>

Knowledge and Skills Statement

Knowledge and Skills Statement

Student Expectation

Breakout

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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>(xxi) edit drafts using standard English conventions, including punctuation, including colons</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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>(xxii) edit drafts using standard English conventions, including punctuation, including parentheses</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:</p> <ul style="list-style-type: none"> (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 and active and passive voice; (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; (vii) correct capitalization; (viii) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xxiii) 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>

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>(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>		

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(12) Composition: listening, speaking, reading, writing,

Knowledge and Skills Statement	Student Expectation	Breakout
<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>
<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>(iv) generate teacher-guided 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>(B) develop and revise a plan</p>	<p>(i) develop a plan</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>(B) develop and revise a plan</p>	<p>(ii) revise a plan</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions</p>	<p>(i) refine the major research question, if necessary, guided by the answers to a secondary set of questions</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>(D) identify and gather relevant information from a variety of sources</p>	<p>(i) identify relevant information form 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>(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>

Knowledge and Skills Statement	Student Expectation	Breakout
<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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</p>	<p>(i) examine sources for reliability, including omission</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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</p>	<p>(ii) examine sources for credibility, including omission</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</p>	<p>(iii) examine sources for bias, including omission</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, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language</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>

Knowledge and Skills Statement	Student Expectation	Breakout
<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>