ELAR, Grade 3 (IMRA)

Subject: English Language Arts and Reading
Grade: 03
Expectations: 65
Breakouts: 257

(a) Introduction.

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics,

fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

7. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

(i) listen actively

(ii) ask relevant questions to clarify information

(iii) make pertinent comments

(B) follow, restate, and give oral instructions that involve a series of related sequences of action;

(i) follow oral instructions that involve a series of related sequences of action

(ii) restate oral instructions that involve a series of related sequences of action

(iii) give oral instructions that involve a series of related sequences of action

(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

(i) speak coherently about the topic under discussion, employing eye contact to communicate ideas effectively

(ii) speak coherently about the topic under discussion, employing speaking rate to communicate ideas effectively

(iii) speak coherently about the topic under discussion, employing volume to communicate ideas effectively

(iv) speak coherently about the topic under discussion, employing enunciation to communicate ideas effectively

(v) speak coherently about the topic under discussion, employing the conventions of language to communicate ideas effectively

(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and

(i) work collaboratively with others by following agreed-upon rules

(ii) work collaboratively with others by following agreed-upon norms

(iii) work collaboratively with others by following agreed-upon protocol

(E) develop social communication such as conversing politely in all situations.

(i) develop social communication

(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. The student is expected to:

(A) demonstrate and apply phonetic knowledge by: i. decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; ii. decoding multisyllabic words with closed syllables; open syllables; VCe

syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; iii. decoding compound words, contractions, and abbreviations; iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; v. decoding words using knowledge of prefixes; vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and vii. identifying and reading high-frequency words from a research-based list;

(i) demonstrate phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns

(ii) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables

(iii) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables

(iv) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables

(v) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs

(vi) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs

(vii) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables

(viii) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables

(ix) demonstrate phonetic knowledge by decoding compound words

(x) demonstrate phonetic knowledge by decoding contractions

(xi) demonstrate phonetic knowledge by decoding abbreviations

(xii) demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns

(xiii) demonstrate phonetic knowledge by decoding words using knowledge of prefixes

(xiv) demonstrate phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words

(xv) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list

(xvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list

(xvii) apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns

(xviii) apply phonetic knowledge by decoding multisyllabic words with closed syllables

(xix) apply phonetic knowledge by decoding multisyllabic words with open syllables

(xx) apply phonetic knowledge by decoding multisyllabic words with VCe syllables

(xxi) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs

(xxii) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs

(xxiii) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables

(xxiv) apply phonetic knowledge by decoding multisyllabic words with final stable syllables

(xxv) apply phonetic knowledge by decoding compound words

(xxvi) apply phonetic knowledge by decoding contractions

(xxvii) apply phonetic knowledge by decoding abbreviations

(xxviii) apply phonetic knowledge by decoding words using knowledge of syllable division patterns

(xxix) apply phonetic knowledge by decoding words using knowledge of prefixes

(xxx) apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words

(xxxi) apply phonetic knowledge by identifying high-frequency words from a research-based list

(xxxii) apply phonetic knowledge by reading high-frequency words from a research-based list

(B) demonstrate and apply spelling knowledge by: i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;ii. spelling homophones; iii. spelling compound words, contractions, and abbreviations; iv. spelling multisyllabic words with multiple sound-spelling patterns; v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; vi. spelling words using knowledge of prefixes; and vii. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

(i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables;

(ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables;

(iii) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables

(iv) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs

(v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs

(vi) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables

(vii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables

(viii) demonstrate spelling knowledge by spelling homophones

(ix) demonstrate spelling knowledge by spelling compound words

(x) demonstrate spelling knowledge by spelling contractions

(xi) demonstrate spelling knowledge by spelling abbreviations

(xii) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns

(xiii) demonstrate spelling knowledge by spelling words using knowledge of syllable division patterns

(xiv) demonstrate spelling knowledge by spelling words using knowledge of prefixes

(xv) demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words

(xvi) apply spelling knowledge by spelling multisyllabic words with closed syllables

(xvii) apply spelling knowledge by spelling multisyllabic words with open syllables

(xviii) apply spelling knowledge by spelling multisyllabic words with VCe syllables

(xix) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs

(xx) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs

(xxi) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables

(xxii) apply spelling knowledge by spelling multisyllabic words with final stable syllables

(xxiii) apply spelling knowledge by spelling homophones

(xxiv) apply spelling knowledge by spelling compound words

(xxv) apply spelling knowledge by spelling contractions

(xxvi) apply spelling knowledge by spelling abbreviations

(xxvii) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns

(xxviii) apply spelling knowledge by spelling words using knowledge of syllable division patterns

(xxix) apply spelling knowledge by spelling words using knowledge of prefixes

(xxx) apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words

(C) alphabetize a series of words to the third letter; and

(i) alphabetize a series of words to the third letter

(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(i) write complete words legibly in cursive

(ii) write complete thoughts legibly in cursive leaving appropriate spaces between words

(iii) write complete answers legibly in cursive leaving appropriate spaces between words

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning, syllabication, and pronunciation;

(i) use print or digital resources to determine meaning

(ii) use print or digital resources to determine syllabication

(iii) use print or digital resources to determine pronunciation

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

(i) use context within a sentence to determine the meaning of unfamiliar words

(ii) use context within a sentence to determine the meaning of multiple-meaning words

(iii) use context beyond a sentence to determine the meaning of unfamiliar words

(iv) use context beyond a sentence to determine the meaning of multiple-meaning words

(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and

(i) identify the meaning of words with affixes

(ii) use words with affixes

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

(i) identify antonyms in a text

(ii) identify synonyms in a text

(iii) identify idioms in a text

(iv) identify homophones in a text

(v) identify homographs in a text

(vi) use antonyms in a text

(vii) use synonyms in a text

(viii) use idioms in a text

(ix) use homophones in a text

(x) use homographs in a text

(xi) explain the meaning of antonyms in a text

(xii) explain the meaning of synonyms in a text

(xiii) explain the meaning of idioms in a text

(xiv) explain the meaning of homophones in a text

(xv) explain the meaning of homographs in a text

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

(i) use appropriate fluency (rate) when reading grade-level text

(ii) use appropriate fluency (accuracy) when reading grade-level text

(iii) use appropriate fluency (prosody) when reading grade-level text

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(A) self-select text and read independently for a sustained period of time

(i) self-select text

(ii) read independently for a sustained period of time

(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. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(i) establish purpose for reading assigned texts

(ii) establish purpose for reading self-selected texts

(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

(ii) generate questions about text before reading to gain information

(iii) generate questions about text during reading to deepen understanding

(iv) generate questions about text during reading to gain information

(v) generate questions about text after reading to deepen understanding

(vi) generate questions about text after reading to gain information

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(i) make predictions using text features

(ii) make predictions using characteristics of genre

(iii) make predictions using structures

(iv) correct or confirm predictions using text features

(v) correct or confirm predictions using characteristics of genre

(vi) correct or confirm predictions using structures

(D) create mental images to deepen understanding;

(i) create mental images to deepen understanding

(E) make connections to personal experiences, ideas in other texts, and society;

(i) make connections to personal experiences

(ii) make connections to ideas in other texts

(iii) make connections to society

(F) make inferences and use evidence to support understanding;

(i) make inferences

(ii) use evidence to support understanding

(G) evaluate details read to determine key ideas;

(i) evaluate details read to determine key ideas

(H) synthesize information to create new understanding

(i) synthesize information to create new understanding

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(i) monitor comprehension

(ii) make adjustments when understanding breaks down

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(i) describe personal connections to a variety of sources, including self-selected texts

(B) write a response to a literary or informational text that demonstrates an understanding of a text;

(i) write a response to a literary or informational text that demonstrates an understanding of a text

(C) use text evidence to support an appropriate response;

(i) use text evidence to support an appropriate response

(D) retell and paraphrase texts in ways that maintain meaning and logical order;

(i) retell texts in ways that maintain meaning

(ii) retell texts in ways that maintain logical order

(iii) paraphrase texts in ways that maintain meaning

(iv) paraphrase texts in ways that maintain logical order

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(i) interact with sources in meaningful ways

(F) respond using newly acquired vocabulary as appropriate; and

(i) respond using newly acquired vocabulary as appropriate

(G) discuss specific ideas in the text that are important to the meaning.

(i) discuss specific ideas in the text that are important to the meaning

(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. The student is expected to:

(A) infer the theme of a work, distinguishing theme from topic;

(i) infer the theme of a work, distinguishing theme from topic

(B) explain the relationships among the major and minor characters;

(i) explain the relationships among the major and minor characters;

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(i) analyze plot elements, including the sequence of events

(ii) analyze plot elements, including the conflict

(iii) analyze plot elements, including the resolution

(D) explain the influence of the setting on the plot.

(i) explain the influence of the setting on the plot

(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. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;

(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature

(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;

(i) explain rhyme scheme in a variety of poems

(ii) explain sound devices in a variety of poems

(iii) explain structural elements in a variety of poems

(C) discuss elements of drama such as characters, dialogue, setting, and acts;

(i) discuss elements of drama

(D) recognize characteristics and structures of informational text, including: i. the central idea with supporting evidence; ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and iii. organizational patterns such as cause and effect and problem and solution;

(i) recognize characteristics of informational text, including the central idea with supporting evidence

(ii) recognize characteristics of informational text, including features to support understanding

(iii) recognize characteristics of informational text, including organizational patterns

(iv) recognize structures of informational text, including the central idea with supporting evidence

(v) recognize structures of informational text, including features to support understanding

(vi) recognize structures of informational text, including organizational patterns

(E) recognize characteristics and structures of argumentative text by: i. identifying the claim; ii. distinguishing facts from opinion; and iii. identifying the intended audience or reader; and

(i) recognize characteristics of argumentative text by identifying the claim

(ii) recognize characteristics of argumentative text by distinguishing facts from opinion

(iii) recognize characteristics of argumentative text by identifying the intended audience or reader

(iv) recognize structures of argumentative text by identifying the claim

(v) recognize structures of argumentative text by distinguishing facts from opinion

(vi) recognize structures of argumentative text by identifying the intended audience or reader

(F) recognize characteristics of multimodal and digital texts.

(i) recognize characteristics of multimodal texts

(ii) recognize characteristics of digital texts

(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. The student is expected to:

(A) explain the author's purpose and message within a text;

(i) explain the author's purpose within a text

(ii) explain the author's message within a text

(B) explain how the use of text structure contributes to the author's purpose;

(i) explain how the use of text structure contributes to the author's purpose;

(C) explain the author's use of print and graphic features to achieve specific purposes;

(i) explain the author's use of print features to achieve specific purposes

(ii) explain the author's use of graphic features to achieve specific purposes

(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;

(i) describe how the author's use of imagery achieves specific purposes

(ii) describe how the author's use of literal language achieves specific purposes

(iii) describe how the author's use of figurative language achieves specific purposes

(iv) describe how the author's use of sound devices achieves specific purposes

(E) identify the use of literary devices, including first- or third-person point of view;

(i) identify the use of literary devices, including first- or third-person point of view

(F) discuss how the author's use of language contributes to voice; and

(i) discuss how the author's use of language contributes to voice

(G) identify and explain the use of hyperbole.

(i) identify hyperbole

(ii) explain the use of hyperbole

(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. The student is expected to:

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

(B) develop drafts into a focused, structured, and coherent piece of writing by: i. organizing with purposeful structure, including an introduction and a conclusion; and ii. developing an engaging idea with relevant details;

(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction

(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion

(iii) develop drafts into a focused piece of writing by developing an engaging idea with relevant details

(iv) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction

(v) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion

(vi) develop drafts into a structured piece of writing by developing an engaging idea with relevant details

(vii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction

(viii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion

(ix) develop drafts into a coherent piece of writing by developing an engaging idea with relevant details

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(i) revise drafts to improve sentence structure by adding ideas

(ii) revise drafts to improve sentence structure by deleting ideas

(iii) revise drafts to improve sentence structure by combining ideas

(iv) revise drafts to improve sentence structure by rearranging ideas for coherence

(v) revise drafts to improve sentence structure by rearranging ideas for clarity

(vi) revise drafts to improve word choice by adding ideas

(vii) revise drafts to improve word choice by deleting ideas

(viii) revise drafts to improve word choice by combining ideas

(ix) revise drafts to improve word choice by rearranging ideas for coherence

(x) revise drafts to improve word choice by rearranging ideas for clarity

(D) edit drafts using standard English conventions, including: i. complete simple and compound sentences with subject-verb agreement; ii. past, present, and future verb tense; iii. singular, plural, common, and proper nouns; iv. adjectives, including their comparative and superlative forms; v. adverbs that convey time and adverbs that convey manner; vi. prepositions and prepositional phrases; vii. pronouns, including subjective, objective, and possessive cases; viii. coordinating conjunctions to form compound subjects, predicates, and sentences; ix. capitalization of official titles of people, holidays, and geographical names and places; x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

(ii) edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement

(iii) edit drafts using standard English conventions, including past verb tense

(iv) edit drafts using standard English conventions, including present verb tense

(v) edit drafts using standard English conventions, including future verb tense

(vi) edit drafts using standard English conventions, including singular nouns

(vii) edit drafts using standard English conventions, including plural nouns

(viii) edit drafts using standard English conventions, including common nouns

(ix) edit drafts using standard English conventions, including proper nouns

(x) edit drafts using standard English conventions, including adjectives, including their comparative forms

(xi) edit drafts using standard English conventions, including adjectives, including their superlative forms

(xii) edit drafts using standard English conventions, including adverbs that convey time

(xiii) edit drafts using standard English conventions, including adverbs that convey manner

(xiv) edit drafts using standard English conventions, including prepositions

(xv) edit drafts using standard English conventions, including prepositional phrases

(xvi) edit drafts using standard English conventions, including pronouns, including subjective [case]

(xvii) edit drafts using standard English conventions, including pronouns, including objective [case]

(xviii) edit drafts using standard English conventions, including pronouns, including possessive [case]

(xix) edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects

(xx) edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates

(xxi) edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences

(xxii) edit drafts using standard English conventions, including capitalization of official titles of people

(xxiii) edit drafts using standard English conventions, including capitalization of holidays

(xxiv) edit drafts using standard English conventions, including capitalization of geographical names

(xxv) edit drafts using standard English conventions, including capitalization of geographical places

(xxvi) edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions

(xxvii) edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives

(xxviii) edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

(xxix) edit drafts using standard English conventions, including punctuation marks, including commas in items in a series

(xxx) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns

(xxxi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules

(xxxii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words

(E) publish written work for appropriate audiences.

(i) publish written work for appropriate audiences

(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. The student is expected to:

(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;

(i) compose literary texts, including personal narratives, using genre characteristics

(ii) compose literary texts, including personal narratives, using craft

(iii) compose literary texts, including poetry, using genre characteristics

(iv) compose literary texts, including poetry, using craft

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(i) compose argumentative texts, including opinion essays, using genre characteristics

(ii) compose argumentative texts, including opinion essays, using craft

(D) compose correspondence such as thank you notes or letters.

(i) compose correspondence

(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. The student is expected to:

(A) generate questions on a topic for formal and informal inquiry;

(i) generate questions on a topic for formal inquiry

(ii) generate questions on a topic for informal inquiry

(B) develop and follow a research plan with adult assistance;

(i) develop a research plan with adult assistance

(ii) follow a research plan with adult assistance

(C) identify and gather relevant information from a variety of sources;

(i) identify relevant information from a variety of sources

(ii) gather relevant information from a variety of sources

(D) identify primary and secondary sources;

(i) identify primary sources

(ii) identify secondary sources

(E) demonstrate understanding of information gathered;

(i) demonstrate understanding of information gathered

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(i) recognize the difference between paraphrasing and plagiarism when using source materials

(G) create a works cited page; and

(i) create a works cited page

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results