

*Proclamation 2019* Breakouts to the Texas Essential Knowledge and Skills (TEKS):  
Student/Teacher Material

<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
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(1) Developing and sustaining foundational

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. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(ii) ask clarifying questions
(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 to interpret a message, ask clarifying questions, and respond appropriately	(iii) respond appropriately
(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:	(B) follow and give oral instructions that include multiple action steps	(i) follow oral instructions that include multiple action steps
(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:	(B) follow and give oral instructions that include multiple action steps	(ii) give oral instructions that include multiple action steps





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. The student is expected to:</p>	<p>(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</p>	<p>(ix) give an organized presentation with a specific stance, employing natural gestures to communicate ideas effectively</p>



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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</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>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(B) use context such as definition, analogy, and examples to clarify the meaning of words</p>	<p>(i) use context to clarify the meaning of words</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>(i) determine the meaning of grade-level academic English words derived from Greek roots</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>(ii) determine the meaning of grade-lev-1.1( l)3.1(i)3.2(s)-8.1(t) language skills: listening, speaking, reading,</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>(iv) determine the usage of grade-level academic English words derived from Latin roots</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>[A] adjust fluency when reading grade-level text based on the reading purpose</p>	<p>(i) adjust fluency when reading grade-level text based on the reading purpose</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(i) self-select text</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(ii) read independently for a sustained period of time</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iii) generate questions about text after reading to deepen understanding</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iv) generate questions about text before reading to gain information</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(v) generate questions about text during reading to gain information</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(vi) generate questions about text after reading to gain information</p>



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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(ii) make connections to ideas in other texts</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(iii) make connections to society</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(i) make inferences to support understanding</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(ii) use evidence to support understanding</p>

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<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(G) evaluate details read to determine key ideas</p>	<p>(i) evaluate details read to determine key ideas</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(H) synthesize information to create new</p>	



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</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>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</p>	<p>(i) write responses that demonstrate understanding of texts, including comparing sources within genres</p>
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</p>	<p>(ii) write responses that demonstrate understanding of texts, including comparing sources across genres</p>
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>(C) use text evidence to support an appropriate response</p>	<p>(i) use text evidence to support an appropriate response</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(i) paraphrase texts in ways that maintain meaning
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(ii) paraphrase texts in ways that maintain logical order
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iii) summarize texts in ways that maintain meaning
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iv) summarize texts in ways that maintain logical order

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) analyze how the characters' internal and external responses develop the plot</p>	<p>(i) analyze how the characters' internal responses develop the plot</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) analyze how the characters' internal and external responses develop the plot</p>	<p>(ii) analyze how the characters' external responses develop the plot</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(i) analyze plot elements, including rising action</p>

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<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(ii) analyze plot elements, including climax</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(iii) analyze plot elements, including falling action</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and t.1(i)3.1(nc)-8(l)ncl2(on,)Wmk3.1(nc)e-8(l)nb nTJ EMC /P &lt;&lt;/MCID 25 on,nclnb n7)ncng erary</p>		

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(v) analyze plot elements, including non-linear elements</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development</p>	<p>(i) analyze how the setting, including historical settings, influences character development</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development</p>	<p>(ii) analyze how the setting, including cultural settings, influences character development</p>





Knowledge and Skills Statement	Student Expectation	Breakout
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</p>	<p>(i) analyze the effect of meter across a variety of poetic forms</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</p>	<p>(ii) analyze the effect of structural elements across a variety of poetic forms</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>(i) analyze how playwrights develop characters through dialogue</p>

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<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>(ii) analyze how playwrights develop characters through staging</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational text, including:            (i) the controlling idea or thesis with supporting evidence;            (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and            (iii) organizational patterns such as definition, classification, advantage, and disadvantage</p>	<p>(i) analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational text, including:            (i) the controlling idea or thesis with supporting evidence;            (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and            (iii) organizational patterns such as definition, classification, advantage, and disadvantage</p>	<p>(ii) analyze characteristics of informational text, including features to gain background information</p>

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<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the controlling idea or thesis with supporting evidence;</li> <li>(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and</li> <li>(iii) organizational patterns such as definition, classification, advantage, and disadvantage</li> </ul>	<p>(iii) analyze characteristics of informational text, including organizational patterns</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classic genre-specific characteristics, structures,</p>	<p>(D) analyze characteristics and structural elements of informational text, including:</p>	



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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (E) analyze characteristics and structures of argumentative text by:
- (i) identifying the claim;
  - (ii) explaining how the author uses various types



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(i) explain the author's purpose</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze how the use of text structure contributes to the author's purpose</p>





Knowledge and Skills Statement	Student Expectation	Breakout
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p>	<p>(i) identify the use of literary devices, including omniscient point of view, to achieve a specific purpose</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p>	<p>(ii) identify the use of literary devices, including limited point of view, to achieve a specific purpose</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) analyze how the author's use of language contributes to mood and voice</p>	<p>(i) analyze how the author's use of language contributes to mood</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(v) develop drafts into a focused piece of writing 1(ur)-6.4(e.)-1 recursively to compose multiple texts ihat ar4 legibl2 and us appropriate conventions. The student is expected to:</p>



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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(xii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions</p>





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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(xvi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(xvii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul>	<p>(xviii) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(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 and details

(xix) develop drece of writing by:

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(i) revise drafts for clarity</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(ii) revise drafts for development</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iii) revise drafts for organization</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iv) revise drafts for style</p>









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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(iv) edit drafts using standard English conventions, including complete complex sentences with avoidance of fragments</p>



Knowledge and Skills Statement	Student Expectation	Breakout
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(D) edit drafts using standard English conventions, including:

- (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
- (ii) consistent, appropriate use of verb tenses;
- (iii) conjunctive adverbs;

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:



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(D) edit drafts using standard English conventions, including:  
(i) complete complex sentences with subject-verb

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(viii) edit drafts using standard English conventions, including prepositional phrases</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory</li> </ul>	

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(x) edit drafts using standard English conventions, including pronouns, including relative</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(D) edit drafts using standard English conventions, including:  
 (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;  
 (ii) consistent, appropriate use of verb tenses;  
 (iii) conjunctive adverbs;  
 (iv) prepositions and prepositional phrases and their influence on 7e(i)3.1(onal)







Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(xiv) edit drafts using standard English conventions, including capitalization of proper nouns, including initials</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(xvi) edit drafts using standard English conventions, including capitalization of proper nouns, including organizations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(xvii) edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(D) edit drafts using standard English conventions, including:  
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons,

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) consistent, appropriate use of verb tenses;</li> <li>(iii) conjunctive adverbs;</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</li> <li>(v) pronouns, including relative;</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</li> <li>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</li> <li>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</li> </ul>	<p>(xx) edit drafts using standard English conventions, including correct spelling, including commonly confused terms</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(E) publish written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</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>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</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>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, 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>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>(ii) compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>(iii) compose informational texts, including multi-paragraph essays that convey information about a topic, using craft</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p>	<p>(i) compose multi-paragraph argumentative texts using genre characteristics</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft</p>		

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(i) generate student-selected questions for formal inquiry</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(ii) generate student-selected questions for informal inquiry</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</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>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</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>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(B) develop and revise a plan</p>	<p>(i) develop a plan</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(B) develop and revise a plan</p>	<p>(ii) revise a plan</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</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>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(D) identify and gather relevant information from a variety of sources</p>	<p>(i) identify relevant information from a variety of sources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</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>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(E) differentiate between primary and secondary sources</p>	<p>(i) differentiate between primary and secondary sources</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(F) synthesize information from a variety of sources</p>	<p>(i) synthesize information from a variety of sources</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</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>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(I) display academic citations and use source materials ethically</p>	<p>(i) display academic citations</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(I) display academic citations and use source materials ethically</p>	<p>(ii) use source materials ethically</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</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>