English Language Arts and Reading K - 12 Vertical Alignment

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
110.2	110.3	110.4	110.5	110.608 711 Tm [(G)1.1 (r)-3x1 (r)-p0rtim1

K - 12 Vertical Alignment

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

K - 12 Vertical Alignment

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	B English I	English II	English	III English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.3	8 110.39
(iv) identifying		GspTJ	m Tw 8T* rem (o)9 (u)5e 111	1 0.006.27	7 Td [(110.	(.4	Tm [(G)1.1	(r)522 4(s)2.5 (y)196	0 0v	ri)17 -7 i)17

syllables in spoken 11 1 0.006 Tw 06 691.087 (.4 Tm [(G)1.18 (ng)em [(s)2.5 (y)17 (llai (b)-7 (le) 9.J 0i3 (ad)-t(k)5 (e)5 (u)5)-7 ([(G)1.h)5 (ik)5 (e)-2.8 (n)]TJ 73 -1.277 Td [(110. (.4 Tm [(G)1.18 (ng)-2.3 (ad)-4 8.ng) Tc 78)55h3f18 if

K - 12 Vertical Alignment

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

(i) identifying and (i) decoding words (i) decoding words (i) decoding in isolation and in with short, long, omultisyllabic wordswith specific matching the common sounds thouthtext by applying ariant vowels, letters represent; common letter so trigraphs, and correspondences; blends;

with consonant with multiple soundrthographic patt changes, including spelling patterns and rules, including o /sh/ such as in such as eigh, ough, egular and irregulaelect and selection and en; plurals; and /k/ to /sh/ such

as music and musician;

(ii) using letter- (ii) decoding word (ii) decoding word sound relationships with initial and final with silent letters to decode, including pnsonant blends, such as knife and VC, CVC, CCVC, digraphs, and gnat; and CVCC words; trigraphs;

(ii) decoding (iii) recognizing the (iii) decoding word (iii) decoding (ii) decoding (ii) decoding new words are with closed multisyllabic wordsmultisyllabic wordsmultisyllabic wordsmultisyllabic words with closed with closed with closed with closed created when letterslables; open are changed, addedyllables; VCe syllables; open syllables; open syllables; open syllables; open or deleted such as syllables; vowel syllables; VCe syllables; VCe syllables; VCe syllables; VCe pit - tip - tap; and teams, including syllables; vowel syllables; vowel syllables; vowel syllable; vowel vowel digraphs andeams, including teams, including teams, including teams, including diphthongs; and r-digraphs and digraphs and digraphs and digraphs and controlled syllablesdiphthongs; rdiphthongs; rdiphthongs; rdiphthongs; rcontrolled syllablescontrolled syllablescontro and final stable and final stable and final stable and final stable syllables; syllables; syllables; syllables;

> (iv) using knowled (iv) decoding of base words to compound words, decode common compound words and contractions;

(i) decoding words (i) decoding words

English Language Arts and Reading K - 12 Vertical Alignment

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

(vi) decoding word (v) decoding word using knowledge of suffixes, including suffixes, including how they can charboard they can charboard words such as dropping e, chang dropping e, chang y to i, and doubling final consonants; affindal consonants; and

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

K - 12 Vertical Alignment

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

Grade 1

110.3

K - 12 Vertical Alignment

Kindergarten

8						
Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.22	110.23	110.24	110.36	110.37	110.38	110.39

- (iii) recognizing the sentences are comprised of words separated by spaces and recognizing word boundaries;
- (iv) recognizing th difference between a letter and a printed word; and
- (v) identifying all uppercase and lowercase letters; and
 - (E) alphabetize a (D) alphabetize a series of words to series of words to series of words and its or second letuse a dictionary orthird letter; and and use a dictionagyossary to find to find words; andwords; and

Grade 2

110.4

Grade 3

110.5

Grade 4

110.6

Grade 5

110.7

(E) develop (F) develop (E) develop (D) write complete handwriting by handwriting by handwriting by words, thoughts, and accurately formingprinting words, accurately forminganswers legibly in all uppercase and sentences, and all cursive letters cursive leaving lowercase letters answers legibly using appropriate appropriate spaces using appropriate leading appropriates trokes when betw directionality. spaces between connecting letters. words.

with adult assistance:

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

for reading assignefobr re and self-selected and self-sel texts with adult texts with adult texts: assistance: assistance: (B) generate questions about texpuestions abo before, during, andbefore, durin after reading to after deepen understandeepen underst

(C) make and corre(C) make and (C) make and confirm predictionsor confirm or confirm using text featurespredictions using tpredictions u and structures witfeatures. features. features. features. features. features. features. features. features. features. features.

adult assistance; characteristics of characteristic

with adult assistar

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize
	` ' '	reanteormation to cr	, , ,	· , ,		· , ,	` ' '	` ' '	· / J	· , 3	· , ,	ainformation from a
		ingnew understandi										ypevariety of text types
	anocėth adult assist	•	and	and	and	and	and	and	understanding; a	•	to create new	to create new
and	and	,							3,		ndunderstanding; a	indunderstanding; and
										J,		
(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor
comprehension a	anccomprehension a	andcomprehension a	anccomprehension a	andcomprehension a	indcomprehension a	nccomprehension a	nccomprehension a	nccomprehension a	nccomprehension a	incomprehension a	nccomprehension a	andcomprehension and
make adjustment	ts make adjustment	ts make adjustment	ts make adjustmen [:]	ts make adjustment	ts make adjustment	s make adjustment	s make adjustment	s make adjustment	s make adjustment	ts make adjustment	s make adjustmen	ts make adjustments
such as re-readir	ngsuch as re-readii	ngsuch as re-readir	ngsuch as re-readi	ngsuch as re-readii	ngsuch as re-readir	ngsuch as re-readir	ngsuch as re-readir	ngsuch as re-readir	ngsuch as re-readii	ngsuch as re-readin	gsuch as re-readi	ngsuch as re-reading,
using background	d using background	d using backgroun	d using backgroun	d using background	d using background	dusing background	d using background	dusing background	d using background	d using background	using backgroun	d using background
												ng knowledge, asking
•		andfor visual cues, a		questions, and		at questions, annotat						
		s asking questions	•	•	•	•	•	•	•	•		e and using outside
0 1	0 1	dingyhen understand	•	0	- C	•	•	•	•	•	•	sources when
breaks down wit	•	breaks down.	down.	down.	down.	down.	down.	down.	down.	down.		realmonderstanding breaks
adult assistance.											down.	down.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(6)	(7)	(7)	(7)	(7)	(7)	(6)	(6)	(6)	(5)	(5)	(5)	(5)
(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describe	(A) describeJ ET E
personal connec	cti personal connec	ti personal connec	cti personal connec	cti personal connec	ti personal connec	cti personal connec	cti personal connec	cti personal connec	ti personal connec	cti personal connec	ti personal connec	cti
to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	to a variety of	
sources;	sources;	sources;	sources, includir	ng sources, includir	ng sources, includir	ng sources, includir	ng sources, includir	ng sources, includir	ng sources, includir	ng sources, includir	ng sources, includi	ng
			self-selected te	xtsself-selected te	xtsself-selected te	xtsself-selected tex	xtsself-selected te	xtsself-selected te	xtsself-selected te	xtsself-selected tex	ktsself-selected te	xts;

Kindergarten	Grade
110.2	

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
	p (ii) features and			າ ≀(ii) features such						110.07	110.00	110.07
aphics to gain	simple graphics	tographics to locat					references or	footnotes, endno				
formation; and	9	•	• .	s, and diagrams to		•	•	tsand citations; and	I			
	information; and	d and	bullets, numbers,	• •	understanding; a		and					
				ed understanding; a	nd	acknowledgemen						
			font to support understanding; a	und		to gain backgrou information; and	na					
			drider standing, a	iriu		information, and						
•		al (iii) organizationa						•	(ii) multiple	(ii) the relationsh	iμ(ii) the relationsh	iţ(ii) the relationsh
•	•	is patterns such as	•	•			·		organizational	between	between	between
ssistance;	•	dechronological ord		•	logical order and		multiple topics,			a beng lanizational de	_	-
	·	withd cause and ef	•	contrast;	order of importa		categories, and	to develop the th	estisplevelop the ti	heand thesis;	and author's purp	cossed author's purp
	adult assistance	e; stated explicitly;	solution;			advantage, and disadvantage;	subcategories;					
=) rocognizo	(E) recognize	(E) recognize	(E) rocognizo	(E) rocognizo	(E) recognize	(E) analyze	(E) analyze	(E) analyze	(E) apalyzo	(E) analyze	(E) analyze	(E) critique and
E) recognize haracteristics o	• •	(E) recognizeof characteristics o	(E) recognize	(E) recognize	• •		• •		(E) analyze	` '	• •	• •
		wiphersuasive text,		structures of	structures of	structures of	structures of	structures of		ntstructural elemer		
	a ad ult assistance	•		exargumentative te								
	aushate what the	9	by:	by:	by:	by:	by:	by:	such as:	such as:	such as:	argumentative te
trying to persu	ua is etrying to pers	suade	3	Š	,	•	,	•				such as:
he reader to thi	in the reader to th	nink or										
o; and	do; and											
		(i) stating what t	th(i) identifying the	e (i) identifying the	(i) identifying the	(i) identifying the	(i) identifying the	(i) identifying the	(i) clear arquable	(i) clear arquable	(i) clear arquable	(i) clear arguable
		author is trying t		claim;	claim;	claim;	claim;		_	ndclaim, appeals, ar	_	thesis, appeals,
		persuade the rea		,				the argument;	convincing	convincing	structure of the	structure of the
		to think or do; ar						3	conclusion;	conclusion;	argument,	argument,
											convincing	convincing
											conclusion, and c	altonclusion, and c
											to action;	to action;
				g (ii) explaining how								
				onthe author has u				1 0	evidence and	evidence and	evidence and	evidence and
		and	and					counter argumen		treatment of	treatment of	treatment of
				argument; and	an argument; and	<pre>d evidence to supp the argument;</pre>	consideration of	and	including	tscounterargument including	including	including
						the argument,	alternatives to		concessions and	· ·	concessions and	•
							support the		rebuttals; and	rebuttals; and	rebuttals; and	rebuttals; and
							argument; and		. obdettalo, alla	. obartaio, aria	. obartais, and	. obdetalo, alla
			(iii) identifying th	ne (iii) identifying th	e (iii) identifying th	e (iii) identifying th		e (iii) identifying the	e (iii) identifiable	(iii) identifiable	(iii) identifiable	(iii) identifiable
				ce i o rtended audienc					e aur dience or read		eraudience or read	eraudience or read
			reader; and	reader; and	reader; and	reader; and	reader; and	reader; and	and	and	and	and
-) recognize	(F) recognize	(F) recognize	(F) recognize	(F) recognize	(F) recognize	(F) analyze	(F) analyze	(F) analyze	(F) analyze	(F) analyze	(F) analyze the	(F) critique and
haracteristics o	of characteristics	of characteristics o	of characteristics of	of characteristics o	f characteristics o	f characteristics o	f characteristics o	f characteristics of	characteristics c	of characteristics of		
nultimodal and	multimodal and	multimodal and	multimodal and	multimodal and	multimodal and	multimodal and	multimodal and	multimodal and	multimodal and	multimodal and		f effectiveness of
igital texts.	digital texts.	digital texts.	digital texts.	digital texts.	digital texts.	digital texts.	digital texts.	digital texts.	digital texts.	digital texts.	multimodal and	characteristics of
ingital toxito.												
.g.tar tonto											digital texts.	multimodal and digital texts.

third-person texts.third-person texts.a text; and

110.2 (9)	Grade 1 110.3 (10)	Grade 2 110.4 (10)	Grade 3 110.5 (10)	Grade 4 110.6 (10)	Grade 5 110.7 (10)	Grade 6 110.22 (9)	Grade 7 110.23 (9)	Grade 8 110.24 (9)	English I 110.36 (8)	English II 110.37 (8)	English III 110.38 (8)	English IV 110.39 (8)
(A) discuss with assistance the	ac(A) discuss the author's purpose	(A) discuss the fauthor's purpose	(A) explain the famuthor's purpose	(A) explain the aadthor's purpose	(A) explain the aadthor's purpose	(A) explain the andthor's purpose	(A) explain the aadthor's purpose	(A) explain the aadthor's purpose	(A) analyze the aadthor's purpose,	(A) analyze the author's purpose,	(A) analyze the author's purpose,	(A) evaluate the author's purpose,
author's purpose writing text;	fowriting text;	writing text;	message within a text;	message within a text;	message within a text;	message within a text;	message within a text;	message within a text;		audience, and message within a text:	audience, and message within a text:	audience, and message within a text:
assistance how use of text struc	theuse of text struc cturentributes to th neauthor's purpose;	t urs e of text structecontributes to the	t urs e of text struct	curse of text struct	t urs e of text struct econtributes to the	t urs e of text struc econtributes to th	t urs e of text structecontributes to the	t urs e of text struct econtributes to the	tulmext structure to eachieve the author	(B) analyze use of text structure to	(B) evaluate use of text structure to	of (B) evaluate use of text structure to rachieve the author purpose;
assistance the author's use of pand graphic feat	orimatuthor's use of p	author's use of prinated graphic features achieve specifi	r as nd graphic featu	r as nd graphic featu	r as nd graphic featu	r es nd graphic featu	ır as nd graphic featu	ır as nd graphic featu	inatuthor's use of pr rasnd graphic featu	ri at uthor's use of pr r es nd graphic featu	ri at uthor's use of pi ir as nd graphic featu	(C) evaluate the rimuthor's use of pring resnd graphic feature cto achieve specific purposes;
purposes;	purposes;	ο ρ ω . ρ σσσσ _γ										pa. peess,

specific purpose;

third-person point third-person point view, to achieve a view;

view;

view;

including first- or literary devices, literary devices, including omniscient cluding subjective terary devices, as irony and as irony, sarcasm, such as py (1)2.9 -4.1 (y)20.1 ((1)2(n)-83 third-person point impossible to achievand motif to achievance as py (1)2.9 -4.1 (y)20.1 ((1)2(n)-83)

points of view and specific purposes; specific purposes;

structure; and

Kindergarten 110.2 (10)	Grade 1 110.3 (11)	Grade 2 110.4 (11)	Grade 3 110.5 (11)	Grade 4 110.6 (11)	Grade 5 110.7 (11)	Grade 6 110.22 (10)	Grade 7 110.23 (10)	Grade 8 110.24 (10)	English I 110.36 (9)	English II 110.37 (9)	English III 110.38 (9)	English IV 110.39 (9)
generating ideas for writing through cla discussions and	bry generating ide	easy generating ide	easy selecting a ge asfor a particular t purpose, and audience using a range of strategi	nntey selecting a ge option, a particular t purpose, and audience using a lescange of strategi	nitey selecting a ge option, a particular to purpose, and audience using a escange of strategi	ndey selecting a geopaippropriate for a particular topic, purpose, and esaudience using a	entey selecting a ge a appropriate for a particular topic, purpose, and audience using a	entey selecting a ge a appropriate for a particular topic, purpose, and audience using a	enreriting appropriate for various purpout and audiences by generating ideas through a range	atewriting approprious for the various purply and audiences by generating ideas ofthrough a range	atevriting appropri- oseor various purp- y and audiences b generating ideas ofthrough a range	of (A) plan a piece of atewriting appropriate oses various purposes y and audiences by generating ideas
			such as brainstorming, freewriting, and mapping;	such as brainstorming, freewriting, and mapping;	such as brainstorming, freewriting, and mapping;	such as discussion	onşuch as discussio	onşuch as discussio	onbrainstorming,	brainstorming,	brainstorming,	asstrategies such as brainstorming, ng,journaling, reading, or discussing;
oral, pictorial, or	• •	into a focused p	iedato a focused, structured, and	s (B) develop draft into a focused, structured, and f coherent piece o writing by:	into a focused, structured, and	into a focused, structured, and	into a focused, structured, and	into a focused, structured, and	into a focused, structured, and of coherent piece o	into a focused, structured, and f coherent piece of	into a focused, structured, and of coherent piece of	is (B) develop drafts into a focused, structured, and of coherent piece of and open-ended situations by:
	(i) organizing wit	h (i) organizing wit	h (i) organizing witl	h (i) organizing witl	n (i) organizing with	h (i) organizing wit	h (i) organizing witl	h (i) organizing wit	h (i) using an			

purposeful structupeurposeful st structure; and including an including an including an including an including an including an appropriate to introduction and aintroduction, introduction, introduction, introduction, introduction, purpose, audience, conclusion; and transitions, and a transitions, coheretransitions, coheretransitions, coheretransitions, coheretransitions, coheretransitions, and context; within and across within and across within and across conclusion; and conclusion; and paragraphs, and a paragraphs, and a paragraphs, and a appropriate to conclusion; and conclusion; and puherence par zing structure

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(D) edit drafts wi	t (D) edit drafts us ustandard English		iı (D) edit drafts us	ir(D) edit drafts us		siı(D) edit drafts us		sir(D) edit drafts us		sir(D) edit drafts us	sir (D) edit drafts to demonstrate a command of star English convention using a style guid	(D) edit drafts to demonstrate a command of stance on English conventions deutsing a style guide as appropriate; and
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simp and compound sentences with subject-verb agreement;	and compound sentences with subject-verb agreement and	and compound sentences with subject-verb agreement and compound subject and compound sentences with subject and compound sentences and fragments;	sentences with subject-verb agreement and avoidance of spli	pl (i) complete complete sentences with subject-verb agreement and cessyoidance of splingrun-ons, and fragments;	sentences with subject-verb agreement and	complete, contro sentences and avoidance of	(i) a variety of lleady plete, controus sentences and avoidance of cessintentional splinun-ons, and fragments;		
(ii) verbs;	(ii) past and prese verb tense;		१(ii) past, present, e; future verb tense	¿(ii) past tense of e; irregular verbs;	(ii) past tense of irregular verbs;		(ii) consistent, ofappropriate use o verb tenses;	verb tenses and	(ii) consistent, ofappropriate use of verb tense and a reand passive voice	ctweed tense and a	ctive	
(iii) singular and plural nouns;			-	al (iii) singular, plura p e ommon, and pro nouns;		uns;		V0100/				
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	comparative and	(iv) adjectives, including their comparative and s; superlative forms	(iv) adjectives, including their comparative and ; superlative forms	S;						
	(v) adverbs that convey time;	•	(v) adverbs that convey time and	(v) adverbs that convey frequency væynd adverbs that convey degree;	(v) conjunctive	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;					
(v) prepositions;	(vi) prepositions;	•	aı (vi) prepositions a prepositional phrases;	aı (vi) prepositions a prepositional phrases;	prepositional phr and their influence	a:prepositional phr ceand their influenc	aı (iv) prepositions raşæsepositional phr ceand their influend on subject-verb agreement;	aspesepositional phr ceand their influenc	ases			
objective, and	(vii) pronouns, vencluding subjective objective, and possessive cases;	objective, and	objective, and	-	(vii) pronouns, e; including indefini	(v) pronouns, teincluding relative	(v) pronoun- ; antecedent agreement;	(iv) pronoun- antecedent agreement;	(iii) pronoun- antecedent agreement;	(iii) pronoun- antecedent agreement;		
		conjunctions to f	o co njunctions to factorial teach	omonjunctions to f	o ra njunctions to f	formanjunctions to formal excomplex sentenc and correlative	g (vi) subordinating forming to forming to forming the secomplex sentence and correlative the senjunctions such either/or and neither/nor;	form es				

19.63-19.1/0, **2**217 **19.69**-1/**10.**2217 (80.621)9

English Language Arts and Reading K - 12 Vertical Alignment

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II		
3									3	3		
110.2	110.3	110.4	110.5	110.6	110.7	110.22	110.23	110.24	110.36	110.37	rade 6	

Kinderg	garten Grade	1 Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
110	.2 110.3	110.4	110.5 (13)	110.6	110.7	110.22	110.23	110.24	110.36	110.37	110.38	110.39
(12		(13)	(13)	(13)	(13)	(12)	(12)	(12)	(11)	(11)	(11)	(11)

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

English Language Arts and Reading K - 12 Vertical Alignment

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

(H) ex(3is89 0 9.9