

English Language Arts and Reading
K - 12 Vertical Alignment

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.608 711 Tm [(G)1.1 (r)-3x1 (r)-pOrtim1
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English Language Arts and Reading
K - 12 Vertical Alignment

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 Language Arts
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English Language Arts and Reading
K - 12 Vertical Alignment

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
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(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

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

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English Language Arts and Reading
K - 12 Vertical Alignment

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
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(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

(iv) recognizing the difference between a letter and a printed word; and

(v) identifying all uppercase and lowercase letters; and

(E) alphabetize a series of words by first or second letter; and use a dictionary to find words; and
 (D) alphabetize a series of words by third letter; and use a dictionary to find words; and
 (C) alphabetize a series of words by first or second letter; and use a dictionary to find words; and

(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
 (F) develop handwriting by printing words, sentences, and answers legibly using appropriate spaces between words.
 (E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
 (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.



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(H) synthesize information to create a new understanding with adult assistance and	(H) synthesize information to create a new understanding with adult assistance and	(H) synthesize information to create a new understanding and	(H) synthesize information to create a new understanding and	(H) synthesize information to create a new understanding and	(H) synthesize information to create a new understanding and	(H) synthesize information to create a new understanding and	(H) synthesize information to create a new understanding and	(H) synthesize information to create a new understanding and	(H) synthesize information from two texts to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and
(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and using outside sources when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-readings, using background knowledge, asking questions, and using outside sources when understanding breaks down.

Kindergarten 110.2	Grade 1
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English Language Arts and Reading
K - 12 Vertical Alignment

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
(ii) titles and graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, timelines, and diagrams to support understanding; and	(ii) features such as pronunciation guides, sidebars to support understanding; and	(ii) features such as insets, timelines, and sidebars to support understanding; and	(ii) features such as introduction, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements and	(ii) features such as footnotes, endnotes, and citations; and				
(iii) the steps in a sequence with adult assistance;	(iii) organizational patterns such as chronological order and description with adult assistance;	(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	(iii) organizational patterns such as cause and effect and problem and solution;	(iii) organizational patterns such as compare and contrast;	(iii) organizational patterns such as logical order and order of importance;	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;	(iii) multiple organizational patterns within a text to develop the thesis;	(ii) multiple organizational patterns within a text to develop the thesis;	(ii) the relationship between organizational design and thesis;	(ii) the relationship between organizational design and author's purpose;	(ii) the relationship between organizational design and author's purpose;
(E) recognize characteristics of persuasive text with adult assistance; state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text with adult assistance; state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics of persuasive text, including: state what the author is trying to persuade the reader to think or do; and	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text by:	(E) analyze characteristics and structures of argumentative text such as:	(E) analyze characteristics and structures of argumentative text such as:	(E) analyze characteristics and structures of argumentative text such as:	(E) critique and evaluate characteristics and structures of argumentative texts such as:
		(i) stating what the author is trying to persuade the reader to think or do; and	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim;	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
	(ii) distinguishing facts from opinion and	(ii) distinguishing facts from opinion and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument;	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter argument and evidence and	(ii) various types of evidence and treatment of counterarguments including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments including concessions and rebuttals; and	(ii) various types of evidence and treatment of counterarguments including concessions and rebuttals; and
			(iii) identifying the intended audience reader; and	(iii) identifying the intended audience reader; and	(iii) identifying the intended audience reader; and	(iii) identifying the intended audience reader; and	(iii) identifying the intended audience reader; and	(iii) identifying the intended audience reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and	(iii) identifiable audience or reader; and
(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) recognize characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze characteristics of multimodal and digital texts.	(F) analyze the effectiveness of multimodal and digital texts.	(F) critique and evaluate the effectiveness of multimodal and digital texts.

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 (9)	110.3 (10)	110.4 (10)	110.5 (10)	110.6 (10)	110.7 (10)	110.22 (9)	110.23 (9)	110.24 (9)	110.36 (8)	110.37 (8)	110.38 (8)	110.39 (8)
(A) discuss with assistance the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) analyze the author's purpose, audience, and message within a text.	(A) analyze the author's purpose, audience, and message within a text.	(A) analyze the author's purpose, audience, and message within a text.	(A) evaluate the author's purpose, audience, and message within a text.
(B) discuss with assistance how the author contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;	(B) analyze use of text structure to achieve the author's purpose;	(B) evaluate use of text structure to achieve the author's purpose;	(B) evaluate use of text structure to achieve the author's purpose;
(C) discuss with assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	(C) evaluate the author's use of print and graphic features to achieve specific purposes;
(D) discuss with assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, metaphor, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile, metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as extended metaphor achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language achieves specific purposes;	(D) analyze how the author's use of language achieves specific purposes; shapes the perception of readers;	(D) analyze how the author's use of language informs and shapes the perception of readers;	(D) evaluate how the author's use of language informs and shapes the perception of readers;	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
(E) listen to and experience first- and third-person texts.	(E) listen to and experience first- and third-person texts.	(E) identify the use of first or third person literary devices, including first- or third-person point of view;	(E) identify the use of first or third person literary devices, including first- or third-person point of view;	(E) identify and understand the use of first or third person literary devices, including first- or third-person point of view;	(E) identify and understand the use of first or third person literary devices, including first- or third-person point of view;	(E) identify the use of omniscient and limited point of view, to achieve a specific purpose;	(E) identify the use of subjective and objective points of view, to achieve a specific purpose;	(E) identify and analyze the use of literary devices, including multiple points of view and irony;	(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	(E) evaluate the use of literary devices such as py (l)2.9 -4.1 (y)20.1 (l)2(n)-83	(E) evaluate the use of literary devices such as py (l)2.9 -4.1 (y)20.1 (l)2(n)-83

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)
(A) plan by generating ideas for writing through discussions and drawings;	(A) plan a first draft by generating ideas by writing such as drawing and brainstorming;	(A) plan a first draft by generating ideas by writing such as drawing and brainstorming;	(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;	(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;	(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;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and background reading and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and background reading and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and background reading and personal interests;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
(B) develop drafts oral, pictorial, or written form by organizing ideas;	(B) develop drafts oral, pictorial, or written form by organizing ideas;	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
(i) organizing with structure; and	(i) organizing with structure; and	(i) organizing with purposeful structure including an introduction and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and a conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	(i) using an organizing structure appropriate to purpose, audience, topic, and context; appropriate to coherence and organizing structure	(i) using an organizing structure appropriate to purpose, audience, topic, and context; appropriate to coherence and organizing structure	(i) using an organizing structure appropriate to purpose, audience, topic, and context; appropriate to coherence and organizing structure	(i) using an organizing structure appropriate to purpose, audience, topic, and context; appropriate to coherence and organizing structure

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(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and
(i) complete sentences;	(i) complete sentences with subject-verb agreement;	(i) complete sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices;	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of intentional splices, run-ons, and fragments;	(i) a variety of complete, controlled sentences and avoidance of intentional splices, run-ons, and fragments;		
(ii) verbs;	(ii) past and present verb tense;	(ii) past, present, and future verb tense;	(ii) past, present, and future verb tense; irregular verbs;	(ii) past tense of irregular verbs;	(ii) past tense of irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;		
(iii) singular and plural nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) collective nouns;							
(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including articles;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;	(iv) adjectives, including their comparative and superlative forms;							
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;					
(v) prepositions;	(vi) prepositions;	(vi) prepositional phrases;	(vi) prepositional phrases;	(vi) prepositional phrases;	(vi) prepositional phrases and their influence on subject-verb agreement;	(iv) prepositional phrases and their influence on subject-verb agreement;	(iv) prepositional phrases and their influence on subject-verb agreement;	(iii) prepositional phrases and their influence on subject-verb agreement;				
(vi) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including subjective, objective, and possessive cases;	(vii) pronouns, including reflexive;	(vii) pronouns, including indefinite;	(v) pronouns, including relative;	(v) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;	(iii) pronoun-antecedent agreement;	(iii) pronoun-antecedent agreement;		
		(viii) coordinating conjunctions to form compound subjects and predicates;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	(viii) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;						

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English Language Arts and Reading
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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 (12)	110.3 (13)	110.4 (13)	110.5 (13)	110.6 (13)	110.7 (13)	110.22 (12)	110.23 (12)	110.24 (12)	110.36 (11)	110.37 (11)	110.38 (11)	110.39 (11)

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