

Levi&Toonk books address the following Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading [most appropriate for the elementary grades]

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

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
(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;	(vii) identifying and reading high- frequency words from a research- based list;	(vi) identifying and reading high- frequency words from a research- based list;	(v) identifying and reading high- frequency words from a research- based list;	abolan: The stude	at uses nearly acqui	nd ucebulari er	mercially. The star	last is expected to		
Kindergarten	Grade 1	Grade 2	Grade 3	g, reading, writing. 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
(3)	(3)	(3)	(3)	(3)	(3)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use a resource such as a picture dictionary or digital resource to find words;	(A) use print or digital resources to determine meaning and pronunciation of unknown words;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	technical dictionaries to clarify and validate understanding of the precise and	(A) use print or digital resources such as glosaries or stechnical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	understanding of multiple meanings of advanced vocabulary;	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	is able to read or hear to learn or clarify word		(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	sentence to determine the relevant meaning of	9	(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	(B) use context such as contrast or cause and effect to clarify the meaning of words; and	(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and	(B) analyze context to distinguish between the denotative and connotative meanings of words; and	(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and
	meaning of words with the affixes -s, - ed, and -ing; and	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and - est (comparative and superlative), and - ion/tion/sion; and	words with affixes such as im- (into), non-, dis-, in- (not,	(C) determine the meaning of and use words with affixes such as mis-r, sub-, - ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super- , -ive, and -logy and roots such as geo and photo; and	words derived from d Greek and Latin roots such as mis/mit, bene, man,	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	de deux, status quo, déjà vu, avant-garde,	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez- faire, and caveat emptor.
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	words that name actions, directions, positions, sequences, categories, and	explain the meaning of antonyms,	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.		explain the meaning							

Developing and s	ustaining foundation	onal language skills	: listening, speakin	g, reading, writing	, and thinkingself	-sustained reading.	. The student reads	grade-appropriate	texts independent	y. The student is e	spected to:	
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
(4)	(5)	(5)	(5)	(5)	(5)	(4)	(4)	(4)	(3)	(3)	(3)	(3)
(A) self-select text												
and interact	and interact	and read										
independently with	independently with	independently for a										
text for increasing	text for increasing	sustained period of										
periods of time.	periods of time.	time.	time.	time.	time.	time.	time.	time.	time.	time.	time.	time.

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
(5)	(6)	(6)	(6)	(6)	(6)	(5)	(5)	(5)	(4)	(4)	(4)	(4)
			(A) establish purpose	30.20			5.7.5					20.0
for reading assigned	for reading assigned	for reading assigned	for reading assigned			for reading assigned		for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigne
and self-selected	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected text:		and self-selected	and self-selected	and self-selected	and self-selected	and self-selected
texts with adult	texts with adult	texts;	texts;	texts;	texts;	and sen-selected text,	texts;	texts;	texts;	texts;	texts;	texts;
assistance:	assistance;	texts,	icais,	teats,	texts,		iexts,	ieris,	texts,	texts,	texts,	texts,
(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate
questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about tex
before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and
after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to
deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanding	deepen understanci
and gain information	and gain information	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain information;	and gain informatio
with adult assistance;	with adult assistance;											
(C) make and	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and correct	(C) make and corre
confirm predictions	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm	or confirm
using text features			predictions using text					predictions using text				
and structures with	features.	features,	features,	features,	features,	features,	features,	features,	features,	features.	features,	features,
adult assistance;	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of
	genre, and structures	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structures;	genre, and structure
	with adult assistance;	8,		<i>a</i> ,	o ,	,,,	0 ,	8,	<i>b</i> ,	<i>o</i> ,	o,	0
(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental	(D) create mental
images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen
understanding with	understanding with	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
	a deale and interesting											
adult assistance;	adult assistance;											
		(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connections	(E) make connectio
(E) make connections		(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connections to personal	(E) make connectio to personal
(E) make connections to personal	(E) make connections				to personal							to personal
(E) make connections to personal experiences, ideas in	(E) make connections to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal	to personal
adult assistance; (E) make connections to personal experiences, ideas in other texts, and society with adult	(E) make connections to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in	to personal experiences, ideas in
(E) make connections to personal experiences, ideas in other texts, and	(E) make connections to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and	to personal experiences, ideas in other texts, and
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1	to personal experiences, ideas in other texts, and society; Grade 2	to personal experiences, ideas in other texts, and society; Grade 3	to personal experiences, ideas in other texts, and society; Grade 4	to personal experiences, ideas in other texts, and society; Grade 5	to personal experiences, ideas in other texts, and society; Grade 6	to personal experiences, ideas in other texts, and society; Grade 7	to personal experiences, ideas in other texts, and society; Grade 8	to personal experiences, ideas in other texts, and society; English I	to personal experiences, ideas in other texts, and society; English II	to personal experiences, ideas in other texts, and society; English III	to personal experiences, ideas i other texts, and society; English IV
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten 110.2	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3	to personal experiences, ideas in other texts, and society; Grade 2 110.4	to personal experiences, ideas in other texts, and society; Grade 3 110.5	to personal experiences, ideas in other texts, and society; Grade 4 110.6	to personal experiences, ideas in other texts, and society; Grade 5 110.7	to personal experiences, ideas in other texts, and society; Grade 6 110.22	to personal experiences, ideas in other texts, and society; Grade 7 110.23	to personal experiences, ideas in other texts, and society; Grade 8 110.24	to personal experiences, ideas in other texts, and society; English 1 110.36	to personal experiences, ideas in other texts, and society; English II 110.37	to personal experiences, ideas in other texts, and society; English III 110.38	to personal experiences, ideas i other texts, and society; English IV 110.39
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten 110.2 (H) synthesize	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 6 110.22 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize	to personal experiences, ideas in other texts, and society; English III 110.38 (H) synthesize	to personal experiences, ideas other texts, and society; English IV 110.39 (H) synthesize
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten 110.2 (H) synthesize information to create	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 6 110.22 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from	to personal experiences, ideas in other texts, and society; English III 110.38 (H) synthesize information from a	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 6 <u>110.22</u> (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society: Grade 8 110.24 (H) synthesize information to create new understanding:	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two texts to create new	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to	to personal experiences, ideas in other texts, and society; English III 110.38 (H) synthesize information from a variety of text types	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten 110.2 (H) synthesize Information to create new understanding with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance;	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 6 110.22 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize information to create	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new	to personal experiences, ideas in other texts, and society; English III 110.38 (H) synthesize information from a variety of text types to create new	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new
(E) make connections to personal experiences, ideas in society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding with adult assistance; and	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society: Grade 4 110.6 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society: Grade 5 110.7 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society: Grade 6 <u>110.22</u> (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society: Grade 8 110.24 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society: English I 110.36 (H) synthesize information from two texts to create new understanding; and	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and
(E) make connections to personal experiences, ideas in society with adult assistance; Kindergarten 110.2 (H) synthesize Information to create	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance;	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create new understanding; and (I) monitor	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 6 <u>110.22</u> (H) synthesize information to create new understanding;	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create new understanding; and (I) monitor	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize information to create new understanding; and (]) monitor	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two texts to create new understanding; and (I) monitor	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor	to personal experiences, ideas in other texts, and society; English III 110.38 (H) synthesize information from a variety of text types to create new understanding; and (I) monitor	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text typ to create new understanding; and (I) monitor
E) make connections o personal experiences, ideas in ther texts, and society with adult ussistance; Kindergarten 110.2 H) synthesize nformation to create new understanding with adult assistance; and I) monitor comprehension and	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create new understanding; and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two texts to create new understanding; and (I) monitor comprehension and	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor comprehension and	to personal experiences, ideas in other texts, and society; English III 110.38 (H) synthesize information from a variety of text types to create new understanding; and (I) monitor comprehension and	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an
E) make connections o personal experiences, ideas in wher texts, and society with adult ussistance; Kindergarten 110.2 H) synthesize nformation to create the wunderstanding with adult assistance; und I) monitor comprehension and make adjustments	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: Grade 2 110.4 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: Grade 3 110.5 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: Grade 5 110.7 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: Grade 6 110.22 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society; Grade 7 110.23 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: Grade 8 110.24 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society: English I 110.36 (H) synthesize information from two texts to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor comprehension and make adjustments	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an make adjustments
(E) make connections to personal experiences, ideas in society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading,	to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading,	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading,	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading,	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading,	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading,	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an make adjustments such as re-reading
E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading,	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an make adjustments
(E) make connections to personal experiences, ideas in society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding with adult assistance; and (1) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create new understanding; and (1) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; Grade 6 <u>110.22</u> (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an make adjustments such as re-reading using background knowledge, asking
E) make connections o personal experiences, ideas in ther texts, and tociety with adult ssistance; Kindergarten 110.2 H) synthesize nformation to create tew understanding with adult assistance; and 1) monitor comprehension and make adjustments uch as re-reading, using background nowledge, checking	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and	to personal experiences, ideas in other texts, and society: Grade 3 110.5 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society: Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society: Grade 5 110.7 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society: Grade 7 110.23 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society: Grade 8 110.24 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society: English I 110.36 (H) synthesize information from twe texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas other texts, and society;
E) make connections o personal experiences, ideas in wher texts, and society with adult assistance; Kindergarten 110.2 H) synthesize nformation to create tew understanding with adult assistance; and I) monitor comprehension and make adjustments such as re-reading, using background (nowledge, checking for visual cues, and	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking	to personal experiences, ideas in other texts, and society; Grade 3 110.5 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; Grade 5 110.7 (H) synthesize information to create new understanding; and (1) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; Grade 6 <u>110.22</u> (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society; Grade 8 110.24 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; English I 110.36 (H) synthesize information from two texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society; English II 110.37 (H) synthesize information from multiple texts to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an make adjustments such as re-reading using background knowledge, asking
(E) make connections to personal experiences, ideas in society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding with adult assistance; and	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	to personal experiences, ideas in other texts, and society; Grade 2 110.4 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and	to personal experiences, ideas in other texts, and society: Grade 3 110.5 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society: Grade 4 110.6 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society: Grade 6 110.22 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society: Grade 7 110.23 (H) synthesize information to create new understanding; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas i other texts, and society; English IV 110.39 (H) synthesize information from a variety of text type to create new understanding; and (I) monitor comprehension an make adjustments such as re-reading using background knowledge, asking , questions, annotati
(E) make connections to personal experiences, ideas in society with adult assistance; Kindergarten 110.2 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance; Grade 1 110.3 (H) synthesize information to create new understanding with adult assistance; and (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas in other texts, and society;	to personal experiences, ideas i other texts, and society;

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) describe
	•		personal connections								s personal connection	
o 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	to a variety of
ources;	sources;	sources;	sources, including self-selected texts;	sources, including self-selected texts;								
B) provide an oral,	(B) write brief	(B) write brief	(B) write a response	(B) write responses								
ictorial, or written	comments on literary	comments on literary	to a literary or	that demonstrate								
esponse to a text;	or informational	or informational	informational text	understanding of	analysis of texts,	analysis of texts,						
	texts;	texts that	that demonstrates an	texts, including	including comparing	g including comparin						
		demonstrate an	understanding of a	comparing and	comparing and	comparing sources	comparing sources	comparing sources	comparing texts	comparing texts	texts within and	texts within and
		understanding of the	text;	contrasting ideas	contrasting ideas	within and across	across genres;	across genres;				
		text;		across a variety of sources;	across a variety of sources;	genres;	genres;	genres;	genres;	genres;		
			(C) use text evidence									
o support an	to support an	to support an	to support an	to support an	to support an	to support an	to support an	to support an	and original	and original	and original	and original
ppropriate	appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	appropriate	commentary to	commentary to	commentary to	commentary to
esponse;	response;	response;	response;	response;	response;	response;	response;	response;	support a	support an	support an analytic	support an
									comprehensive response;	interpretive response;	response;	evaluative response
D) retell texts in	(D) retell texts in	(D) retell and	(D) retell and	(D) retell,	(D) retell,	(D) paraphrase and						
vays that maintain	ways that maintain	paraphrase texts in	paraphrase texts in	paraphrase, or	paraphrase, or	summarize texts in						
neaning;	meaning;	ways that maintain	ways that maintain	summarize texts in	summarize texts in	ways that maintain						
		meaning and logical	meaning and logical	ways that maintain	ways that maintain	meaning and logical	meaning and logica					
		order;	order;	meaning and logical	meaning and logical	order;						
				order;	order:							
(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with	(E) interact with
sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in	sources in
meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways	meaningful ways
such as illustrating	such as illustrating	such as illustrating	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,	such as notetaking,
or writing; and	or writing; and	or writing; and	annotating,	annotating,	annotating,	annotating,	annotating,	annotating,	annotating,	annotating,	annotating,	annotating,
			freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or	freewriting, or
			illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;	illustrating;
(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using	(F) respond using
newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	newly acquired	acquired content and	acquired content and	acquired content and	acquired content and
vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	vocabulary as	academic vocabulary	academic vocabulary	academic vocabulary	academic vocabulary
appropriate.	appropriate.	appropriate.	appropriate; and	appropriate; and	appropriate; and	appropriate;	appropriate;	appropriate;	as appropriate;	as appropriate;	as appropriate;	as appropriate;
			(G) discuss specific	(G) discuss specific	(G) discuss specific	(G) discuss and						
			ideas in the text that			write about the						
			are important to the			explicit or implicit		explicit and implicit				
			meaning.	meaning.	meaning.	meanings of text;						

Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary 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:

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
(7)	(8)	(8)	(8)	(8)	(8)	(7)	(7)	(7)	(6)	(6)	(6)	(6)
(A) discuss topics	(A) discuss topics	()	(A) infer the theme		(A) infer multiple	(A) infer multiple	(A) infer multiple	(A) analyze how	(A) analyze how	(A) analyze how	(A) analyze	(A) analyze
and determine the		and determine theme	,	11 2	themes within a text	themes within and	themes within and	themes are	themes are	themes are	relationships among	relationships among
basic theme using	0	using text evidence	0 0	text evidence;	using text evidence;	across texts using	across texts using	developed through	developed through	developed through	thematic	thematic
text evidence with	with adult assistance;	with adult assistance;	from topic;			text evidence;	text evidence;	the interaction of	characterization and		development,	development,
adult assistance;								characters and	plot in a variety of	plot, including	characterization,	characterization,
								events;	literary texts;	comparing similar	point of view,	point of view,
										themes in a variety of	0	significance of
										literary texts	setting, and plot in a	setting, and plot in a
										representing different		variety of literary
										cultures;	texts;	texts;
(B) identify and	(B) describe the		(B) explain the		(B) analyze the	(B) analyze how the	(B) analyze how	(B) analyze how	(B) analyze how	(B) analyze how	(B) analyze how	(B) analyze how
describe the main	main character(s)		relationships among		relationships of and	characters' internal	characters' qualities	characters'	authors develop	authors develop	characters' behaviors	characters' behaviors
character(s);	and the reason(s) for	(characters') internal	the major and minor			and external	influence events and	motivations and	complex yet	complex yet	and underlying	and underlying
	their actions;	and external traits;	characters;		characters;	responses develop	resolution of the		believable characters		motivations	motivations
				undergo;		the plot;	conflict;		in works of fiction	characters, including		contribute to moral
								of the conflict;	through a range of	·····	dilemmas that	dilemmas that
									literary devices,	historical and	influence the plot	influence the plot
									including character	cultural settings and	and theme;	and theme;
									foils;	events;		
(ii) titles and simple	(ii) features and	(ii) features and	(ii) features such as	(ii) features such as	(ii) features such as	(ii) features such as	(ii) features such as	(ii) features such as				
graphics to gain	simple graphics to	graphics to locate	sections, tables,	pronunciation guides	insets, timelines, and	introduction,	references or	footnotes, endnotes,				
information; and	locate or gain	and gain information;	; graphs, timelines,	and diagrams to	sidebars to support	foreword, preface,	acknowledgements;	and citations; and				
	information; and	and	bullets, numbers, and	l support	understanding; and	references, or	and					
			bold and italicized	understanding; and		acknowledgements						
			font to support			to gain background						
			understanding; and			information; and						
(iii) the steps in a	(iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational	(iii) organizational	(iii) multiple	(ii) multiple	(ii) the relationship	(ii) the relationship	(ii) the relationship
sequence with adult	patterns such as	patterns such as	patterns such as	patterns such as	patterns such as	patterns such as	patterns that support	· / I	organizational	between	between	between
assistance;	chronological order	1	cause and effect and	compare and	logical order and	definition,	multiple topics,			t organizational design		
and an	and description with		problem and	contrast;	order of importance;	classification,	categories, and		to develop the thesis			; and author's purpose
	adult assistance;	stated explicitly;	solution;	condust,	order of importance,	advantage, and	subcategories;	to develop the thesis	, to develop the thesis	, and mesis,	and aution's purpose	, and addition s purpose
	adan assistance,	stated explicitly,	souther,			disadvantage;	subcutegories,					
						ansadvantage,						

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:

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
(9)	110.3 (10)	110.4 (10)	110.5	110.6 (10)	110.7 (10)	(9)	(9)	(9)	110.36 (8)	110.37 (8)	110.38 (8)	(8)
A) discuss with adult assistance 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 adult assistance 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) 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 purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with adult 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 prin and graphic feature to achieve specific purposes;
(D) discuss with adult 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, 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 and 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 simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	(D) analyze how the author's use of language achieves specific purposes;	00	(D) evaluate how the author's use of language informs and shapes the perception of readers;	evaluate how the author's use of
	(E) listen to and experience first- and third-person texts.	first or third person in a text; and	(E) identify the use of literary devices, including first- or third-person point of view;	understand the use of literary devices, including first- or	(E) identify and understand the use of literary devices, including first- or third-person point of view;		(E) identify the use of literary devices, including subjective and objective point of view;	analyze the use of literary devices,		 (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes; 	of literary devices such as paradox,	(E) evaluate the use of literary devices such as paradox, satire, and allegory achieve specific purposes;
			(F) discuss how the author's use of language contributes to voice; and	(F) discuss how the author's use of language contributes to voice; and	(F) examine how the author's use of language contributes to voice; and	(F) analyze how the author's use of language contributes to mood and voice; and	(F) analyze how the author's use of language contributes to mood, voice, and tone; and	(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	(F) evaluate how th author's diction and syntax contribute to the effectiveness of text; and
•	Grade 1 110.3	110.4 (F) identify and explain the use of	Grade 3 110.5 (G) identify and explain the use of hyperbole.	Grade 4 110.6 (G) identify and explain the use of anecdote.	Grade 5 110.7 (G) explain the purpose of hyperbole, stereotyping, and anecdote.	Grade 6 110.22 (G) explain the differences between rhetorical devices and logical fallacies.	Grade 7 110.23 (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	devices such as analogy and	English I 110.36 (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	English II 110.37 (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	English III 110.38 (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	English IV 110.39 (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.