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
EX (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, and Discussion [Oral Language]. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
TO (1.1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, and Thinking [Oral Language]. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
EX (B) follow oral directions that involve a short related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short related sequence of actions;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience;	(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery;
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A) follow and give complex instructions and clarify meaning by asking pertinent questions, and respond appropriately.	(A) follow and give complex instruction and clarify meaning by asking pertinent questions, and respond appropriately.
EX (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	(E) develop social communication such as distinguishing between asking and telling.	(E) develop social communication such as conversing politely in all situations.									
(B)	(B)	(B)	(B)									
EX (2) Developing and Sustaining Foundational Language Skills: Listening, Speaking, and Discussion [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:												
TO (1.2)												
EX (A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by:	(A) demonstrate phonological awareness by manipulating phonemes										

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
		within base words;										
EX	(i) distinguishing between long and short vowel sounds in one syllable words;											
EX	(ii) recognizing the change in spoken word when a specified phoneme is added, changed or removed;											
EX (i) identifying and producing rhyming words;												
EX (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;												
EX (iii) identifying the individual words in a spoken sentence;												
EX (iv) identifying syllables in spoken words;												
EX (v) blending syllables to form multisyllabic words;												

Key: EX-Experts, TO-Teacher Organizations, Black Text-No Change, Red Text-Deletion, Yellow Highlight-Recommendation   Page 2
The teacher organizations' revisions integrate both the Experts' December 2016 draft as well as the Writing Committee and Subcommittee's July 2016 draft.

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
EX (vi) segmenting multisyllabic words into syllables;												
EX (vii) blending spoken onsets and rimes to form simple words;												
EX (viii) blending spoken phonemes to form one-syllable words;	(iii) blending spoken phonemes to form one syllable words, including initial and/or final consonant blends;											
EX (ix) manipulating syllables within a multisyllabic word; and	(iv) manipulating phonemes within base words;											
EX (x) segmenting spoken one-syllable words into individual phonemes.	(v) segmenting spoken one syllable words of 3 to 5 phonemes into individual phonemes including words with initial and/or final consonant blends; and											
EX (B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:	(B) demonstrate and apply phonetic knowledge by:							
EX (i) identifying and matching the common sounds that	(i) decoding words in isolation and in context by applying	(i) decoding words with short, long or variant vowels,	(i) decoding multisyllabic words with multiple sound-spelling	(i) decoding words with specific orthographic patterns and	(i) decoding consonant changes including (t) to (sh) such as in							

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
letters represent;	common letter sound correspondences of all consonants;	trigraphs and blends;	patterns, such as eigh, ough, and en;	rules including regular and irregular plurals;	select and selection, and (k) to (sh) such as music and musician;							
EX (ii) using letter-sound relationships to decode, including VC, CVC, CCVC and CVCC words;	(ii) decoding words with initial and final consonant blends, digraphs and trigraphs;	(ii) decoding words with silent letters such as knife and gnat;										
EX (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; and	(iii) decoding words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables;	(iii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;	(ii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;	(ii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;	(ii) decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;							
EX	(iv) using knowledge of base words to decode common compound words and contractions;	(iv) decoding compound words, contractions, and common abbreviations;	(iii) decoding compound words, contractions, and abbreviations;									
EX		(v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	(iv) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts;	(iii) decoding words using advanced knowledge of syllable division such as VV;	(iii) decoding words using advanced knowledge of syllable division patterns;							
EX	(v) decoding words with suffixes including -ed,	(vi) decoding words with prefixes including un,	(v) decoding words using knowledge of prefixes;	(iv) decoding words using knowledge of prefixes;	(iv) decoding words using advanced knowledge of							

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
	-s, and -es; and	re, and dis and all inflectional endings (-s, -es, -ed, -ing, -er, -est); and			the influence of prefixes and suffixes on base words; and							
EX			(vi) decoding words using knowledge of changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and	(v) decoding words using knowledge of changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and								
EX (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.							
EX (C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:	(C) demonstrate and apply spelling knowledge by:							
EX (i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	(i) spelling one and multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables	(i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;	(i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;	(i) spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables;	(i) spelling one and multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables						
EX	(ii) spelling words with initial and	(ii) spelling words with silent letters	(ii) spelling homophones;	(ii) spelling more difficult homophones;	(ii) spelling consonant changes							

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
	final consonant blends, digraphs and trigraphs;	such as knife and gnat;			including (t) to (sh) such as in select and selection, and (k) to (sh) such as music and musician;							
EX		(iii) spelling compound words, contractions and common abbreviations;	(iii) spelling compound words, contractions, and abbreviations;									
EX (ii) spelling words using sound-spelling patterns; and	(iii) spelling words using sound-spelling patterns; and	(iv) spelling multisyllabic words with multiple sound-spelling patterns;	(iv) spelling multisyllabic words with multiple sound-spelling patterns;	(iii) spelling multisyllabic words with multiple sound-spelling patterns;	(iii) spelling multisyllabic words with multiple sound-spelling patterns;							
EX		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	(v) spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	(iv) spelling words using advanced knowledge of syllable division patterns;	(iv) spelling words using advanced knowledge of syllable division patterns;							
EX (iii) spelling high frequency words from a research-based list.	(iv) spelling high frequency words from a research base list.	(vi) spelling words with prefixes including un, re, and dis and all inflectional endings such as -s, -es, -ed, -ing, -er, -est.	(vi) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes; and							
EX			(vii) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling	(vi) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling	(vi) spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling							

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
			final consonants.	final consonants.	final consonants.							
EX (D) demonstrate print awareness by:	(D) demonstrate print awareness by identifying the information that different parts of a book provide; and											
EX (i) identifying the front cover, back cover, and title page of a book;												
EX (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;												
EX (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;												
EX (iv) recognizing the difference between a letter and a printed word; and												
EX (v) identifying all uppercase and												

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

| **PH** | | | | | | | | | | | | |

EX (3) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Vocabulary]. The student uses newly acquired vocabulary expressively. The student is expected to:

TO (1.3) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing, and Thinking [Vocabulary]. The student uses newly acquired vocabulary expressively. The student is expected to:

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
EX (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;	(A) use print or digital resources such as glossaries or technical dictionaries, to clarify, and validate understanding of the precise meaning of technical or discipline-based vocabulary;	(A) use print or digital resources such as glossaries or technical dictionaries, to clarify, and validate understanding of the precise meaning of technical or discipline-based vocabulary;	(A) use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary;	(A) use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary;
EX (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	(B) use context such as contrast, cause, or 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 between denotative 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
EX	(C) identify the meaning of words with the	(C) identify the meaning of words with affixes such as	(C) identify the meaning of words with affixes such as	(C) determine the meaning of words with affixes such as	(C) identify the meaning of words with affixes such as	(C) determine the meaning and usage of grade-level	(C) determine the meaning and usage of grade-level	(C) determine the meaning and usage of grade-level	(C) determine the meaning of foreign words or phrases	(C) determine the meaning of foreign words or phrases	(C) determine the meaning of foreign words or phrases	(C) determine the meaning of foreign words or phrases

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
	affixes -s, -ed, and -ing; and	, -ly, -er and -est (comparative and superlative), and -ion/tion/sion; and	im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, meter; and	trans-, super-, -ive, and -logy and roots such as geo and photo; and	academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	academic English words derived from Greek and Latin such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	academic English words derived from Greek and Latin such as ast, qui, path, mand/mend and duc.	used frequently in English such as caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, and quid pro quo.	used frequently in English such as status quo, déjà vu, avant-garde, and coup d'état.	used frequently in English such as ad hoc, faux pax, non sequitur, and modus operandi.	used frequently in English such as ad nauseum, in loco parentis, laissez faire, and bona fide.
EX (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	(D) identify and explain the meaning of antonyms, synonyms, idioms and homographs in context.	(D) identify and explain the meaning of antonyms, synonyms, idioms and homographs in a text.	(D) identify and explain the meaning of homophones such as reign/rain.	(D) identify and explain the meaning of adages and puns.							

EX (4) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to:

TO (1.4) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing, and ==Thinking== [Fluency]. The student reads grade-level text with fluency and comprehension. The student is expected to:

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
	use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	adjust fluency when reading grade-level text based on the reading purpose.	adjust fluency when reading grade-level text based on the reading purpose.	adjust fluency when reading grade-level text based on the reading purpose.				

EX (5) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing [Self-sustained reading]. The student reads grade appropriate texts independently. The student is expected to:

TO (1.5) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing, and ==Thinking== [Self-sustained reading]. The student reads self-selected texts independently ==for aesthetic and efferent purposes==. 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
EX self-select text and read ~~independently for a sustained period of time.~~	self-select text and read ~~independently for a sustained period of time.~~	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.	self-select text and read independently for a sustained period of time.
TO ==interact independently with text for increasing periods of time.==	==interact independently with text for increasing periods of 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
TO (1.6) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing, and Thinking [Collaboration]. The student develops collaboration skills to participate productively in diverse interactions within a variety of digital, social, and academic environments. The student is expected to:												
EX (A) listen actively and ask questions to understand information;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(A) listen actively, ask clarifying questions, and respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas, and commenting when appropriate;	(A) listen actively to interpret a message by asking questions and commenting when appropriate;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;	(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
TO			(A) and make pertinent comments;	(A) and make pertinent comments;		(A) to interpret a message;		(A) summarizing, asking questions, and making comments;	(A) to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;			
EX (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	(D) work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	(D) work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	(D) work collaboratively with others by following agreed upon rules, norms, and protocols; and	(D) work collabortively with others to develop a plan of shared responsibilities.	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) participate in student lead discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	(D) engage in meaningful discourse and provide and accept constructive feedback from others.	(D) participate collaboratively in discusssions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
TO (B) work productively with others by following agreed-upon	(B) work productively with others to follow agreed-upon rules for	(B) work productively with others to follow agreed-upon rules for	(B) work productively with others by following agreed upon	(B) work productively with others to develop a plan of shared	(B) work productively with others to develop a plan of shared	(B) work productively with others by following agreed upon	(B) work productively with others to analyze a task to be solved	(B) work productively with others to analyze a task to be solved	(B) analyze a task to develop a plan that sets ground rules for decision-	(B) analyze a task to develop a plan that sets ground rules for decision-	(B) analyze a task to develop a plan that sets ground rules for decision-	(B) analyze a task to develop a plan that sets ground rules for decision-

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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
rules for discussion, such as taking turns;	discussion, such as listening to others, speaking when recognized, and making appropriate contributions;	discussion, such as listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	rules for discussion;	responsibilities;	responsibilities;	rules for discussion to develop a plan with clear goals;	and develop a plan with clear goals and deadlines;	and develop a plan with clear goals and deadlines;	making and participate productively with others toward common goals;	making and participate productively with others toward common goals;	making and participate productively with others toward common goals;	making and participate productively with others toward common goals;
EX (C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively;	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;	(C) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(C) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(C) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;	(C) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;	(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;	(C) share information and ideas by speaking audibly and clearly using the conventions of language;
TO (C) share ideas by speaking audibly and clearly; and	(C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others; and	(C) share ideas about the topic under discussion, speak clearly and to the point, and build on the ideas of others; and	(C) articulate thoughts clearly and build upon the ideas of others during discussion; and	(C) articulate thoughts clearly and build upon the ideas of others during discussion; and	(C) articulate thoughts clearly and build upon the ideas of others during discussion; and	(C) elicit and consider suggestions from other group members and identify points of agreement and	(C) engage in meaningful discourse and provide and accept constructive feedback from others; and	(C) engage in meaningful discourse and provide and accept constructive feedback from others; and	(C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	(C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	(C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and	(C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback; and

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
						disagreement; and						
TO (D) understand his/her own responsibility in collaboration.	(D) recognize effective collaboration.	(D) distinguish between effective and ineffective collaboration.	(D) reflect on and respond to the effectiveness of collaboration.	(D) reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others.	(D) reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others.	(D) evaluate the effectiveness of the collaborative interactions.	(D) evaluate the effectiveness of the collaborative interactions.	(D) evaluate the effectiveness of the collaborative interactions.	(D) analyze and evaluate collaborative interactions.	(D) analyze and evaluate collaborative interactions.	(D) analyze and evaluate collaborative interactions.	(D) analyze and evaluate collaborative interactions.

Key: EX-Experts, TO-Teacher Organizations, Black Text-No Change, Red Text-Deletion, Yellow Highlight-Recommendation
The teacher organizations' revisions integrate both the Experts' December 2016 draft as well as the Writing Committee and Subcommittee's July 2016 draft.