

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 (11) Composition: Listening, Speaking, Reading and Writing using Multiple Texts [Writing process]. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:												
TO (6) Composition and Presentation: Listening, Speaking, Reading, Writing, and Thinking using Multiple Texts. The student uses the writing process recursively to compose multiple texts that are meaningful, legible, and use appropriate conventions. The student is expected to:												
EX (A) plan by generating ideas for writing through class discussions and drawings;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
TO (A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
EX (B) develop drafts in oral, pictorial, or written form by organizing ideas;	(B) develop drafts in oral, pictorial, or written form by:	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
TO (B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)
EX	(i) organizing with structure; and	(i) organizing with structure; and	(i) organizing with purposeful structure including an introduction and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to-paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to-paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including an introduction, transitions, paragraph-to-paragraph coherence, and conclusion; and	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to-sentence coherence, and conclusion; and	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to-sentence coherence, and conclusion; and	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to-sentence coherence, and conclusion; and	(i) organizing with purposeful structure including a strategic introduction, transitions, sentence-to-sentence coherence, and conclusion; and
TO						sentence-to-sentence	sentence-to-sentence	sentence-to-sentence	paragraph-to-paragraph	paragraph-to-paragraph	paragraph-to-paragraph	paragraph-to-paragraph
EX	(ii) developing an idea with specific and	(ii) developing an idea with specific and	(ii) developing an engaging idea with	(ii) developing an engaging idea with	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting	(ii) developing an engaging idea reflecting

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
	relevant details;	relevant details;	relevant details;	relevant details;	depth of thought with specific facts and details;	depth of thought with specific facts and details;	depth of thought with specific facts, details, and examples;	depth of thought with specific facts, details, and examples;	depth of thought with specific details, examples, and commentary;	depth of thought with specific details, examples, and commentary;	depth of thought with specific details, examples, commentary, and relevance;	depth of thought with specific details, examples, commentary, and relevance;
TO							(ii) reasons, facts, details, or examples.	(ii) reasons, facts, details, or examples.	(ii) reasons, details, examples, or commentary.	(ii) reasons, details, examples, or commentary.	(ii) reasons, details, examples, commentary and relevance.	(ii) reasons, details, examples, commentary and relevance.
EX (C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding details in pictures or words;	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;	(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;	(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;	(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;
TO												
EX (D) edit drafts, with adult assistance, using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:	(D) edit drafts using standard English conventions, including:
TO	(D) with adult assistance,											
EX (i) complete sentences;	(i) simple sentences with subject-verb agreement;	(i) simple sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete simple and compound sentences with subject-verb agreement;	(i) complete complex sentences with subject-verb agreement;	(i) complete complex sentences with subject-verb agreement;	(i) complete complex and compound-sentences;	(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;	(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;	(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;	(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;
TO									(i) a variety of sentences avoiding unintentional;			

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 (ii) verbs;	(ii) past and present verbs;	(ii) past, present, and future verbs;	(ii) past, present, and future verb;	(ii) irregular verbs;	(ii) irregular verbs;	(ii) consistent verb tenses;	(ii) consistent verb tenses;	(ii) consistent verb tenses;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice, and mood;	(ii) consistent, appropriate use of verb tense and active and passive voice, and mood;
TO												
EX (iii) singular and plural nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) singular, plural, common, and proper nouns;	(iii) collective nouns;							
TO												
EX (iv) descriptive adjectives;	(iv) descriptive adjectives;	(iv) descriptive adjectives and articles;	(iv) descriptive and limiting adjectives;	(iv) descriptive adjectives, including their comparative and superlative forms;	(iv) descriptive adjectives including their comparative and superlative forms;							
TO												
EX	(v) adverbs that convey time;	(v) adverbs that convey time;	(v) adverbs that convey time and manner;	(v) adverbs that convey frequency and intensity;	(v) adverbs that convey frequency and intensity;	(iii) conjunctive adverbs;	(iii) conjunctive adverbs;					
TO												
EX	(vi) prepositions;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases;	(vi) prepositions and prepositional phrases	(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;				
TO												
EX (v) subjective case pronouns;	(vii) subjective case pronouns;	(vii) objective case pronouns;	(vii) possessive pronouns;	(vii) reflexive pronouns;	(vii) indefinite pronouns;	(v) indefinite pronouns;	(v) relative pronouns;	(iv) relative pronouns;	(iii) pronoun - antecedent agreement;	(iii) pronoun - antecedent agreement;		
TO												
EX			(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) coordinating conjunctions to form compound predicates, subjects, and sentences;	(viii) correlative conjunctions such as either/or, neither/nor;	(vi) subordinating conjunctions such as after, because, although, and if to form complex sentences;	(vi) subordinating conjunctions such as since, while, until to form complex sentences;					
TO												

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English Language Arts and Reading

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) capitalization of the first letter in a sentence and name; and	(viii) capitalization for the beginning of sentences and the pronoun "I"; and	(viii) capitalization of months, days of the week, and the salutation and conclusion of a letter; and	(ix) capitalization of official titles of people, holidays, and geographical names and places; and	(ix) capitalization of historical periods, events and documents; titles of books; stories and essays; languages, races, and nationalities; and	(ix) capitalization of abbreviations, initials, acronyms, and organizations;	(vii) capitalization of proper nouns including abbreviations, initials, acronyms, and organizations;	(vii) correct capitalization;	(v) correct capitalization;	(iv) correct capitalization;	(iv) correct capitalization;	(iii) correct capitalization;	(iii) correct capitalization;
TO												
EX (vii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	(ix) end punctuation and apostrophes; and	(x) punctuation marks including apostrophes in contractions and possessives, commas in a series, and dates; and	(x) punctuation marks including commas in compound sentences and quotation marks in dialogue; and	(x) punctuation marks including commas in compound sentences and quotation marks in dialogue; and	(viii) commas in compound and complex sentences and after transitions, introductory words, and phrases;	(viii) commas in compound and complex sentences and after transitions, introductory words, and phrases;	(vi) commas in nonrestrictive phrases and clauses;	(v) commas to set off infinitive and participial phrases;	(v) commas to set off infinitive and participial phrases;	(iv) commas to set off absolute, gerund, phrases;	(iv) commas to set off absolute, gerund, phrases;
EX							(ix) semicolons when appropriate;	(vii) semicolons, colons, and parentheses when appropriate;	(vi) semi-colons to indicate a relationship between closely related independent clauses;	(vi) semi-colons to indicate a relationship between closely related independent clauses;	(v) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;	(v) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
EX					(xi) proper mechanics including italics and underlining for titles and emphasis; and	(ix) proper mechanics including italics and underlining for titles and emphasis;			(vii) dashes, colons, parentheses, brackets, and ellipses; and	(vii) dashes, colons, parentheses, brackets, and ellipses; and	(vi) dashes, colons, parentheses, brackets, and ellipses; and	(vi) dashes, colons, parentheses, brackets, and ellipses; and
EX					(x) punctuation marks including commas in compound	(x) correct punctuation of dialogue; and	(x) correct punctuation of dialogue and citation(s); and	(viii) correct punctuation of dialogue and citation(s); and				

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.

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
					sentences and quotation marks in dialogue; and							
TO (vii) punctuation end marks for declarative sentences; and	(ix) punctuation end marks for declarative, exclamatory, and interrogative sentences; and	(ix) punctuation with words in a series and dates, and apostrophes; and	(x) punctuation of compound sentences, apostrophes in contractions and possessives, commas with items in a series, and in dates; and	(x) punctuation of compound and complex sentences, quotation marks in dialogue and contractions with possessives and;	(x) punctuation of compound and complex sentences, dates and quotation marks in dialogue, italics and underlining for titles and emphasis, and;	(viii) punctuation of compound and complex sentences and after transitions, introductory words, and phrases; and	(viii) punctuation of compound and complex sentences and after transitions, introductory words, and phrases; and	(vi) punctuation of nonrestrictive phrases and clauses, citations, and parentheses when appropriate; and	(v) punctuation to set off phrases and use of colon, semicolon, dashes, and citations; and	(v) punctuation to set off phrases and use of parentheses, brackets, ellipses and technical citations; and	(iv) punctuation to set off phrases and semi-colons to separate units of a series when appropriate; and	(iv) punctuation to set off phrases and semi-colons to indicate separate units of a series when appropriate; and
EX						(xi) correct spelling; including commonly confused terms such as its and it's and affect and effect; and	(ix) semicolons when appropriate, and;	(ix) correct spelling; and	(viii) correct spelling; and	(viii) correct spelling; and	(vii) correct spelling; and	(vii) correct spelling; and
TO (iii) correct spelling with adult assistance.	(x) correct spelling with adult assistance.	(x) correct spelling.	(xi) correct spelling.	(xi) correct spelling.	(xi) correct spelling.	(ix) correct spelling.	(ix) correct spelling.	(vii)	(vi)	(vi)	(v)	(v)
EX (E) share writing.	(E) publish and share writing.	(E) publish and share writing.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.	(E) publish written work for appropriate audiences.
TO	EX (12) Composition Listening, Speaking, Reading and Writing using Multiple Texts [Genres]. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:											
TO	EX (A) dictate or compose literary texts, including personal narratives; and											
(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts such as personal narratives and poetry;	(A) compose literary texts such as personal narratives, fiction, and poetry;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction, and poetry using genre characteristics and craft;

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 (F)	(F)	(F)	(F) using genre characteristics and craft;	(F) using genre characteristics and craft;	(F) using genre characteristics and craft;	(F)	(F)	(F)	(F)	(F)	(F)	(F)
EX (B) dictate or compose informational texts; and	(B) dictate or compose informational texts, including procedural; and	(B) compose informational texts, procedural and reports; and	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts using genre characteristics and craft;	(B) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;	(B) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;	(B) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and craft;	(B) compose informational texts such personal or informative essays;	(B) compose informational texts such personal or informative essays;	(B) compose informational texts such as resumes and personal and informative essays using genre characteristics and craft;	(B) compose informational texts such as resumes and personal and informative essays using genre characteristics and craft;
TO (G)	(G) such as	(G) such as	(G)	(G)	(G)	(G)	(G)	(G)	(G) using genre characteristics and craft;	(G) using genre characteristics and craft;	(G)	(G)
EX			(C) compose argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose argumentative texts including opinion essays using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts; and	(C) compose multi-paragraph argumentative texts; and	(C) compose multi-paragraph argumentative texts; and	(C) compose argumentative texts; and	(C) compose argumentative texts; and	(C) compose argumentative texts;	(C) compose argumentative texts;
TO			(H) such as opinion pieces, or essays using genre characteristics and craft; and	(H) such as opinion pieces, or essays using genre characteristics and craft; and	(H) such as opinion pieces, or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and	(H) such as opinion pieces, speeches or essays using genre characteristics and craft; and
EX	(C) dictate or compose correspondence.	(C) compose correspondence.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure	(D) compose correspondence in a professional or friendly structure	(D) compose correspondence in a professional or friendly structure; and	(D) compose correspondence in a professional or friendly structure; and

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English Language Arts and Reading

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	(I) such as thank you notes or letters.	(I) such as thank you notes or letters.	(I)	(I)	(I)	(I)	(I)	(I)	(I) such as an introduction or proposal.			