

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 (13) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:												
TO (7) Inquiry and Research: Listening, Speaking, Reading, Writing, and Thinking using Multiple Texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:												
EX (A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) develop student-selected questions for formal and informal inquiry;	(A) develop student-selected questions for formal and informal inquiry;	(A) develop student-selected questions for formal and informal inquiry;	(A) develop student-selected questions for formal and informal inquiry;
TO												
EX									(B) critique the research process at each step to implement changes as the need occurs and is identified;	(B) critique the research process at each step to implement changes as the need occurs and is identified;	(B) critique the research process at each step to implement changes as the need occurs and is identified;	(B) critique the research process at each step to implement changes as the need occurs and is identified;
EX			(B) develop and follow a research plan with teacher support;	(B) develop and follow a research plan with teacher support;	(B) develop and follow a research plan with teacher support;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;
TO (B) discuss plan with adult assistance;	(B) discuss plan with adult assistance;	(B) discuss plan with adult assistance;										
EX						(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;
TO												
EX (B) gather information from a variety of sources with adult assistance;	(B) identify and gather relevant sources and information to answer the questions with adult assistance;	(B) identify and gather relevant sources and information to answer the questions;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(E) locate relevant sources;	(E) locate relevant sources;	(E) locate relevant sources;	(E) locate relevant sources;

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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 (C)	(C)	(C)										
EX (C) demonstrate understanding of information gathered with adult assistance; and	(C) demonstrate understanding of information gathered with adult assistance; and	(C) identify primary and secondary sources; and	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;				
TO (D)	(D)	(D)										
EX						(F) examine sources for:	(F) examine sources for:	(F) examine sources for:	(F) examine sources for:	(F) examine sources for:	(F) examine sources for:	(F) examine sources for:
TO												
EX						(i) reliability;	(i) reliability;	(i) reliability;	(i) validity, reliability, and accuracy;	(i) validity, reliability, and accuracy;	(i) validity, reliability, and accuracy;	(i) validity, reliability, and accuracy;
EX						(ii) bias; and	(ii) bias; and	(ii) bias, including omission; and	(ii) bias including omission; and	(ii) bias including omission; and	(ii) bias; and	(ii) bias; and
TO						(i) credibility and bias; and	(i) credibility and bias; and	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility and bias; and	(i) credibility and bias; and
EX						(ii) faulty reasoning, such as hyperbole, emotional appeals, and stereotype.	(ii) faulty reasoning, such as hyperbole, emotional appeals, and stereotype.	(ii) faulty reasoning, such as bandwagon appeals, repetition, and loaded language.	(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope.	(ii) faulty reasoning such as incorrect premise, hasty generalization, and either-or.	(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.	(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
EX			(E) recognize the difference between paraphrasing and plagiarism when using source materials;	(E) recognize the difference between paraphrasing and plagiarism when using source materials;	(E) differentiate between paraphrasing and plagiarism when using source materials;							
EX						(G) synthesize information from a variety of sources;	(G) synthesize information from a variety of sources;	(G) synthesize information from a variety of sources;	(G) synthesize information;	(G) synthesize information;	(G) synthesize information;	(G) synthesize information;
TO (G) demonstrate understanding of information gathered with adult	(G) demonstrate understanding of information gathered with adult	(G) demonstrate understanding of information gathered; and	(G) demonstrate understanding of information gathered;	(G) demonstrate understanding of information gathered;	(G) demonstrate understanding of information gathered;				(G) from a variety of sources;	(G) from a variety of sources;	(G) from a variety of sources;	(G) from a variety of sources;

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.

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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
assistance; and	assistance; and											
EX			(F) create a work cited page; and	(F) develop a bibliography; and	(F) develop a bibliography; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and	(H) display academic citations and use source materials ethically; and
TO			(F) cite and use source materials ethically; and	(F) cite and use source materials ethically; and	(F) cite and use source materials ethically; and							
EX (D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.
TO												