

ENGLISH

STUDENT WHO ARE GOING TO ATTEND KINDERGARTEN

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered..
- C1.** Listen and respond to simple commands and 2-step instructions and directions.
- C2.** Listen and participate in simple rhymes, songs, chants, etc.
- C3.** Engage in conversations and relate personal experience or story information by asking and answering simple *yes-no* and *why-* questions using gestures, words, and simple phrases.
- C4.** Retell simple events in a proper sequence, and describe familiar activities, topics, or objects in group sharing activities using gestures, key vocabulary, and simple phrases.
- C5.** Recite, memorize, or present simple rhymes, poems, or songs.
- C6.** Identify characters, settings, and major events in a story that is read aloud.
- C7.** Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes and folk tales.
- C8.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and consonant sounds.
- C9.** Identify vowels and consonants; associate the sounds.
- C10.** Use a combination of drawing and labeling to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ENGLISH

STUDENT IN KINDERGARTEN WHO WILL BE PROMOTED TO FIRST GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered.
- C1.** Listen and interact with peers during social interactions, read-aloud, and participate in class, group, and partner discussions. Listen and participate in rhymes, songs, chants, etc.
- C2.** Listen and respond to simple commands and instructions or directions with 3 or more steps.
- C3.** Offer and respond to greetings/farewells using appropriate courtesy expressions.
- C4.** Expand sentences to provide some details (e.g., Who? What? When?) about a familiar or new activity or process.
- C5.** Identify the main topic and key details of an informational text that is read aloud.
- C6.** Ask and answer questions about unknown words in an informational text and use illustrations to determine the meaning of unknown words.
- C7.** Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.
- C8.** Use common and proper nouns.
- C9.** Capitalize the first word in a sentence, dates, and names of people. Use a period for end punctuation of sentences.
- C10.** Use context clues and illustrations to identify the meaning of unfamiliar words.

ENGLISH

STUDENT IN FIRST GRADE WHO WILL BE PROMOTED TO SECOND GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered.
- C1.** Listen and respond to increasingly complex instructions, commands, and directions.
- C2.** Listen and respond to simple 5W questions.
- C3.** Use illustrations and details in a text to describe its characters, setting, events, or key ideas.
- C4.** Use collective nouns and possessive nouns. Form and use frequently occurring irregular plural nouns.
- C5.** Form and use the past tense of frequently occurring irregular verbs.
- C6.** Use adjectives and choose between them depending on what is to be modified.
- C7.** Use personal, possessive, and indefinite pronouns.
- C8.** Use frequently occurring conjunctions.
- C9.** Use articles and demonstrative adjectives as appropriate.
- C10.** Use punctuation for declarative, interrogative, and exclamatory sentences.

ENGLISH

STUDENT IN SECOND GRADE WHO WILL BE PROMOTED TO THIRD GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered.
- C1.** Identify the main topic of a multi-paragraph text.
- C2.** Describe how characters in a story respond to major events and challenges.
- C3.** Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.
- C4.** Use reflexive pronouns.
- C5.** Use an apostrophe to form contractions and frequently occurring possessives.
- C6.** Form and apply regular and irregular verbs.
- C7.** Form and apply the simple present, past, and future verb tenses.
- C8.** Form and apply the appropriate comparative and superlative adjectives to modify a noun.
- C9.** Combine two simple sentences to make a compound sentence by adding "and," "but," or "because."
- C10.** Use context clues to help determine the meaning of a word or phrase.

ENGLISH

STUDENT IN THIRD GRADE WHO WILL BE PROMOTED TO FOURTH GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered.
- C1.** Determine the main idea of an informational text; recount the key details and explain how they support the main idea.
- C2.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- C3.** Distinguish their own point of view from the author, narrator, or the characters in a literary text.
- C4.** Use relative pronouns and relative adverbs.
- C5.** Form and use the progressive verb tenses.
- C6.** Produce simple, compound, and complex sentences.
- C7.** Use abstract nouns to convey an idea, emotion or feeling.
- C8.** Form and use comparative adjectives and verbs.
- C9.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.
- C10.** Demonstrate understanding of figurative language, word relationships, and slight variation in word meanings.

ENGLISH

STUDENT IN FOURTH GRADE WHO WILL BE PROMOTED TO FIFTH GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered.
- C1.** Respond orally to closed and open-ended questions.
- C2.** Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words to communicate with increasing precision.
- C3.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- C4.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- C5.** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- C6.** Write descriptive paragraphs
- C7.** Form and appropriately use the perfect verb tenses. Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb.
- C8.** Produce complete sentences, recognize and correct inappropriate fragments and run-ons.
- C9.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
- C10.** Analyze and use figurative language, including similes and metaphors, appropriately.

ENGLISH

STUDENT IN FIFTH GRADE WHO WILL BE PROMOTED TO SIXTH GRADE

- C. Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria the results of behavioral observation scales are considered.
- C1.** Self-express using correct, simple, compound, and complex sentences.
 - C2.** Answer and formulate both closed and open-ended.
 - C3.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
 - C4.** Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text.
 - C5.** Compare characters, settings, or events in a story or drama, drawing on specific details in the text.
 - C6.** Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
 - C7.** Write descriptive and narrative paragraphs.
 - C8.** Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple).
 - C9.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
 - C10.** Identify, interpret, and integrate figurative language, including personification, similes, and metaphors, appropriately into writing and speaking.

ENGLISH

STUDENT IN SIXTH GRADE WHO WILL BE PROMOTED TO SEVENTH GRADE

- C. Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria, the results of the following concepts and skills are considered.
- C1.** Memorize, analyze, and follow increasingly complex instructions and directions.
 - C2.** Make predictions and inferences, as well as draw conclusions from a variety of texts, performances or multimedia sources.
 - C3.** Determine a theme or main idea of a literary text and how it is conveyed through specific details.
 - C4.** Describe how a story's or drama's plot and setting unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
 - C5.** Distinguish character traits (internal and external).
 - C6.** Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.
 - C7.** Compare literary texts in different forms or genres in terms of their approaches to similar themes and topics.
 - C8.** Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral.
 - C9.** Explain the function of phrases and clauses and apply correctly.
 - C10.** Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.

ENGLISH

STUDENT IN SEVENTH GRADE WHO WILL BE PROMOTED TO EIGHTH GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria, the results of the following concepts and skills are considered.
- C1.** Answer and formulate closed and open-ended questions.
- C2.** Determine main idea(s) in an informational text and analyze their development over the course of the text; provide an objective summary of the text.
- C3.** Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- C4.** Interpret cause and effect relationships.
- C5.** Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others.
- C6.** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate complexity.
- C7.** Write literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- C8.** Explain the function and tenses of the different kinds of verbs and apply correctly.
- C9.** Form and use verbs in the active and passive voice.
- C10.** Demonstrate command of the conventions of English capitalization, punctuation, and spelling. Use advanced punctuation correctly. Spell correctly.

ENGLISH

STUDENT IN EIGHTH GRADE WHO WILL BE PROMOTED TO NINETH GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria, the results of the following concepts and skills are considered.
- C1.** Make inferences and draw conclusions from text.
- C2.** Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text.
- C3.** Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text.
- C4.** Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- C5.** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.
- C6.** Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective technique, organization, and analysis of content.
- C7.** Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

ENGLISH

STUDENT IN EIGHTH GRADE WHO WILL BE PROMOTED TO NINETH GRADE

- C8.** Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent; noun, relative, adverbial.
- C9.** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effects.
- C10.** Interpret figures of speech (e.g., euphemism) in context and analyze their role in the text.

ENGLISH

STUDENT IN NINETH GRADE WHO WILL BE PROMOTED TO TENTH GRADE

- C. Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria, the results of the following concepts and skills are considered.
- C1.** Explain inferences and conclusions drawn from text to support analysis.
 - C2.** Determine theme or main idea of a literary text and analyze in detail its development, including how it emerges in the text and is shaped and refined by specific details; provide subjective or responsive summary of the text.
 - C3.** Determine the main idea of an informational text and analyze its development over the course of the text, including how it emerges, and is shaped and refined by specific details; provide an objective summary of the text.
 - C4.** Analyze a point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
 - C5.** Determine an author's point of view or purpose in an informational text and analyze how an author uses rhetoric to advance that point of view or purpose.
 - C6.** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
 - C7.** Write informational and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization (transitional words, phrases or sentences), and analysis of content through essays (5 paragraphs), letters (formal and informal business letters and cover letters), and other text types.

ENGLISH

STUDENT IN NINETH GRADE WHO WILL BE PROMOTED TO TENTH GRADE

- C8.** Write literary texts using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others).
- C9.** Use parallel structure, subject-verb agreement, and apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts.
- C10.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

ENGLISH

STUDENT IN TENTH GRADE WHO WILL BE PROMOTED TO ELEVENTH GRADE

- C. Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria, the results of the following concepts and skills are considered.
- C1.** Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
 - C2.** Determine a theme or main idea of a literary and informational text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.
 - C3.** Analyze a point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.
 - C4.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
 - C5.** Identify false statements and fallacious reasoning and generalizations.
 - C6.** Express, clarify, and defend viewpoints and opinions, be able to soften statements or justify arguments with support of the thesis statement and claims.
 - C7.** Write college-level essays (e.g., argumentative, expository, compare, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.

ENGLISH

STUDENT IN TENTH GRADE WHO WILL BE PROMOTED TO ELEVENTH GRADE

- C8.** Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.
- C9.** Demonstrate command of the conventions of English grammar and usage. Apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts analyzing subject-verb agreement and parallel structure.
- C10.** Demonstrate understanding of figurative language, word relationships, and differences in word meanings. Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.

ENGLISH

STUDENT IN ELEVENTH GRADE WHO WILL BE PROMOTED TO TWELFTH GRADE

- C.** **Non-Dominated Skill:** The student does not master basic skills as reading, writing and, basic concepts of the subject, within others. For this criteria, the results of the following concepts and skills are considered.
- C1.** Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
- C2.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- C3.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
- C4.** Write college-level essays (e.g., argumentative, expository, compare, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.
- C5.** Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective literary devices (techniques and elements), well-chosen details, and structured sequences.
- C6.** Understand the meaning of different verb tenses, modal auxiliaries, and word order in sentences, reported speech, questions, and phrases.

ENGLISH

STUDENT IN ELEVENTH GRADE WHO WILL BE PROMOTED TO TWELFTH GRADE

- C7.** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
- C8.** Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
- C9.** Analyze differences in the meaning of words with similar denotations and connotations.
- C10.** Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.