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
(12)	(13)	(13)	(13)	(13)	(13)	(12)	(12)	(12)	(11)	(11)	(11)	(11)
(A) generate	(A) generate	(A) generate	(A) generate	(A) generate and	(A) generate and	· / •		(A) generate student-	• •	(A) develop	(A) develop	(A) develop
questions for formal	questions for formal	•	questions on a topic	* *	• 1	selected and teacher-		selected and teacher-	*	•	questions for formal	questions for forma
	1 .	and informal inquiry		topic for formal and	topic for formal and	guided questions for	•		and informal inquiry	; and informal inquiry;	and informal inquiry;	and informal inquii
with adult assistance;	with adult assistance	; with adult assistance;	informal inquiry;	informal inquiry;	informal inquiry;	formal and informal	formal and informal	formal and informal				
						inquiry;	inquiry;	inquiry;				
									(B) critique the	(B) critique the	(B) critique the	(B) critique the
									research process at	research process at	•	research process at
									each step to	each step to	each step to	each step to
									implement changes	implement changes	implement changes	implement changes
									as needs occur and	as needs occur and	as needs occur and	as needs occur and
									are identified;	are identified;	are identified;	are identified;
(B) develop and	(B) develop and	(B) develop and	(B) develop and	(C) develop and	(C) develop and	(C) develop and	(C) develop and					
follow a research	revise a plan;	revise a plan;	revise a plan;	revise a plan;	revise a plan;	revise a plan;	revise a plan;					
plan with adult												
assistance;	assistance;	assistance;	assistance;	assistance;	assistance;							
						(C) refine the major	(C) refine the major	(C) refine the major	(D) modify the major	r (D) modify the major	(D) modify the major	(D) modify the maje
							research question, if		-	research question as	research question as	research question a
						necessary, guided by	necessary, guided by	necessary, guided by	necessary to refocus	necessary to refocus	necessary to refocus	necessary to refocus
						the answers to a	the answers to a	the answers to a	the research plan;	the research plan;	the research plan;	the research plan;
						secondary set of	secondary set of	secondary set of				
						questions;	questions;	questions;				
(C) gather	(C) identify and	(D) identify and	(D) identify and	(D) identify and	(E) locate relevant	(E) locate relevant	(E) locate relevant	(E) locate relevant				
information from a	gather relevant	gather relevant	gather relevant	gather relevant	sources;	sources;	sources;	sources;				
variety of sources	sources and	sources and	information from a	information from a	information from a	information from a	information from a	information from a				
with adult assistance;	information to	information to	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;				
	-	answer the questions;										
	with adult assistance	;										
		(D) identify primary	(D) identify primary	(D) identify primary	(D) understand	(E) differentiate	(E) differentiate	(E) differentiate				
		and secondary	and secondary	and secondary	( )	` '	· /	` '				
		sources;	sources;	sources;	and secondary	secondary sources;	secondary sources;	secondary sources;				
					sources;							
(D) domonstrato	(D) domonstrato	(E) domonstrato	(E) domonstrato	(E) domonstrato	(E) domanstrata	(F) synthesize	(E) gymthagiga	(E) symthosiza	(F) synthesize	(E) gymthogiga	(E) gymthogiza	(F) synthesize
(D) demonstrate understanding of	(D) demonstrate understanding of	(E) demonstrate understanding of	information from a	(F) synthesize information from a	(F) synthesize information from a	information from a	(F) synthesize information from a	(F) synthesize information from a	information from a			
_	-	information gathered;	•	_	•		variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;	variety of sources;
•	with adult assistance		information gamerea,	information gatherea	, information gatherea	, variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,
and	and	,										
			(F) recognize the	(F) recognize the	(F) differentiate	(G) differentiate	(G) differentiate	(G) differentiate				
			difference between	difference between	between	between	between	between				
			paraphrasing and	paraphrasing and	paraphrasing and	paraphrasing and	paraphrasing and	paraphrasing and				
			plagiarism when	plagiarism when	plagiarism when	plagiarism when	plagiarism when	plagiarism when				
			•		liging gollwag	11617 6 6011700	110140 0 0011400	liging gollwag				
			using source materials;	using source materials;	using source materials;	using source materials;	using source materials;	using source materials;				

**Inquiry and Research** High School, English I - IV, Adopted June 23, 2017 (as amended 6/2019)

## English Language Arts and Reading K - 12 Vertical Alignment

## Inquiry and Research

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
110.2	110.5	110.4	110.3	110.0	110.7	(H) examine sources for:		(H) examine sources for:	(G) examine sources for:		(G) examine sources for:	
						(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias; and	• • • • • • • • • • • • • • • • • • • •	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility, bias, and accuracy; and	(i) credibility, bias, and accuracy; and
						(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;	loaded language, and		(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;
		(F) cite sources appropriately; and	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	• •	e (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	c (H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	mode of delivery,	mode of delivery,	e (I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	mode of delivery,	e (I) use an appropriate mode of delivery, whether written, oral or multimodal, to present results.	e (I) use an appropriate mode of delivery, , whether written, oral, or multimodal, to present results.

High School, English I - IV, Adopted June 23, 2017 (as amended 6/2019)