

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

The student is expected to:

Based on the student's language proficiency level, the student is expected to:

Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

| Kindergarten 128.2 (6) | Grade 1 128.3 (7) | Grade 2 128.4 (7) | Grade 3 128.5 (7) | Grade 4 128.6 (7) | Grade 5 128.7 (7) | Grade 6 128.21 (7) | ELLA Grade 7 128.22 (7) | ELLA Grade 8 128.23 (7) | ESOL I 128.34 (7) | ESOL II 128.35 (7) |
|---|---|--|--|---|---|--|--|--|--|--|
| (A) describe personal connections to a variety of sources; | (A) describe personal connections to a variety of sources; | (A) describe personal connections to a variety of sources; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; | (A) describe personal connections to a variety of sources, including self-selected texts; |
| (B) provide an oral, pictorial, or written response to a text; | (B) write brief comments on literary or informational texts; | (B) write brief comments on literary or informational texts that demonstrate an understanding of the text; | (B) write a response to a literary or informational text that demonstrates an understanding of a text; | (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; | (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; | (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; | (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; |
| (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence to support an appropriate response; | (C) use text evidence and original commentary to support a comprehensive response; | (C) use text evidence and original commentary to support an interpretive response; |
| (D) retell texts in ways that maintain meaning; | (D) retell texts in ways that maintain meaning; | (D) retell and paraphrase texts in ways that maintain meaning and logical order; | (D) retell and paraphrase texts in ways that maintain meaning and logical order; | (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | (D) paraphrase and summarize texts in ways that maintain meaning and logical order; |
| (E) interact with sources in meaningful ways such as illustrating or writing; and | (E) interact with sources in meaningful ways such as illustrating or writing; and | (E) interact with sources in meaningful ways such as illustrating or writing; and | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating; | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; |
| (F) respond using newly acquired vocabulary as appropriate. | (F) respond using newly acquired vocabulary as appropriate. | (F) respond using newly acquired vocabulary as appropriate. | (F) respond using newly acquired vocabulary as appropriate; and | (F) respond using newly acquired vocabulary as appropriate; and | (F) respond using newly acquired vocabulary as appropriate; and | (F) respond using newly acquired vocabulary as appropriate; | (F) respond using newly acquired vocabulary as appropriate; | (F) respond using newly acquired vocabulary as appropriate; | (F) respond using acquired content and academic vocabulary as appropriate; | (F) respond using acquired content and academic vocabulary as appropriate; |
| | | | (G) discuss specific ideas in the text that are important to the meaning. | (G) discuss specific ideas in the text that are important to the meaning. | (G) discuss specific ideas in the text that are important to the meaning. | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; | (G) discuss and write about the explicit or implicit meanings of text; |
| | | | | | | (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and | (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and | (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; | (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; | (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; |

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|-----------------------|------------------|------------------|------------------|------------------|------------------|---|---|---|---|--|
| | | | | | | (I) reflect on and adjust responses as new evidence is presented. | (I) reflect on and adjust responses as new evidence is presented. | (I) reflect on and adjust responses as new evidence is presented; and | (I) reflect on and adjust responses when valid evidence warrants; | (I) reflect on and adjust responses when valid evidence warrants; |
| | | | | | | | | (J) defend or challenge the claims using relevant text evidence. | (J) defend or challenge the authors' claims using relevant text evidence; and | (J) defend or challenge the authors' claims using relevant text evidence; and |
| | | | | | | | | | (K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions. | (K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions. |