

§110.36. English Language Arts and Reading, English I

- C1 (C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;
- (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- C2 (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
- C4 (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- C5 (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support a comprehensive response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (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;
- C9 (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;
- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
- (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
- (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense and active and passive voice;
 - (iii) pronoun-antecedent agreement;
 - (iv) correct capitalization;
 - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
 - (vi) correct spelling; and
- C9 (E) publish written work for appropriate audiences.
- C10 (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;

§110.37. English Language Arts and Reading, English II

- C1 (C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- C1 (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- C2 (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
- C4 (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- C5 (A) describe personal connections to a variety of sources, including self-selected texts;

- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
 - (C) use text evidence and original commentary to support a comprehensive response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (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;
- C9
- (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;
 - (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
 - (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
 - (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense and active and passive voice;
 - (iii) pronoun-antecedent agreement;
 - (iv) correct capitalization;
 - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
 - (vi) correct spelling; and
 - (E) publish written work for appropriate audiences.
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- 10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;

§110.38. English Language Arts and Reading, English III

- C1
- (C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye

- contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- C2 (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
- C4 (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- C5 (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support a comprehensive response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (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;
- C9 (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;
- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
- (i) using an organizing structure appropriate to purpose, audience, topic, and context; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- (E) publish written work for appropriate audiences.
- C10 (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;