

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 2**

Grade 2 Grade Level Content Expectation (GLCE)	Grade 2 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
WORD STUDY		
R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	R.WS.02.EG01 Begin to demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Classroom/LEA/ISD
R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning.	R.WS.02.EG02 Begin to recognize that words are composed of sounds blended together and carry meaning.	Classroom/LEA/ISD
R.WS.02.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.	R.WS.02.EG03 Begin to understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.	Classroom/LEA/ISD
R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context —letter/sound —onset and rimes —whole word chunks —word families —long and short vowels —diagraphs <i>wh, ph</i> —irregular vowels <i>ei, ie, ea, ue</i> .	R.WS.02.EG04 Begin to narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).	Classroom/LEA/ISD and State
R.WS.02.05 Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.	R.WS.02.EG05 Begin to recognize automatically a small number of frequently encountered, personally meaningful words in print.	Classroom/LEA/ISD and State
R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3.	R.WS.02.EG06 Begin to recognize words in the environment, such as —exit signs —names on buses —the school and begin to recognize automatically a few of the 220 Dolch basic sight vocabulary.	Classroom/LEA/ISD and State
R.WS.02.07 Make progress in acquiring the Dolch First 1000 words for mastery in grade 5.	R.WS.02.EG07 Begin to recognize a few of the 1000 Dolch first words.	Classroom/LEA/ISD and State
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R.WS.02.08 Use strategies to identify unknown words and construct meaning	R.WS.02.EG08 Using context clues (including pictures), strategies, and resources, begin to understand the meaning of a few words	Classroom/LEA/ISD and

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<ul style="list-style-type: none"> —reread a sentence or paragraph when meaning is unclear —use context as a basis for predicting meaning of unfamiliar words —increase bank of known sight words —use subvocalization to sound out unknown words. 	<p>and familiar and repeated phrases, such as</p> <ul style="list-style-type: none"> —objects —actions —concepts 	State
R.WS.02.09 Begin to internalize previously learned skills and strategies.	R.WS.02.EG09 Begin to internalize previously learned word study skills and strategies.	Classroom/LEA/ISD
<p>R.WS.02.10 Use syntactic and semantic cues</p> <ul style="list-style-type: none"> —reading context, picture clues —prefixes <i>re-</i>, <i>un-</i> —suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i> <p>to determine the meaning of words in grade level appropriate texts.</p>	R.WS.02. EG10 Begin to use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.	Classroom/LEA/ISD
R.WS.02.11 Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).	R.WS.02. EG11 Know the meanings of a few words encountered frequently in grades K-1 reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.02.12 Determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources.	<p>R.WS.02. EG12 Begin to use strategies to identify unknown words and construct meaning</p> <ul style="list-style-type: none"> —letter-sound cues —semantic context cues (including pictures) —syntactic cues. 	Classroom/LEA/ISD and State
R.WS.02.13 Use context clues, mental pictures, questioning.	R.WS.02. EG13 Use picture clues, prediction, and help from other people to recognize words.	Classroom/LEA/ISD and State

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FLUENCY		
R.FL.02.01 Read aloud using intonation, pauses, and emphasis.	R.FL.02.EG01 Begin to understand that reading aloud includes using intonation, pauses, and emphasis.	Classroom/LEA/ISD
R.FL.02.02 Use punctuation cues (periods and questions marks).	R.FL.02.EG02 Begin to become familiar with punctuation cues (periods and question marks).	Classroom/LEA/ISD
R.FL.02.03 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	R.FL.02.EG03 Begin to apply the following aspects of fluency: —automatic naming of letters —automatic association of letters and their sounds —automatic recognition of a few words both when encountered in context and isolation and —automatic understanding of concepts of print.	Classroom/LEA/ISD
R.FL.02.04 Recognize identified grade 2 high frequency words and sight words.	R.FL.02.EG04 Begin to recognize identified grades K-1 high frequency words and sight words.	Classroom/LEA/ISD and State

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NARRATIVE TEXT		
R.NT.02.01 Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.	R.NT.02.EG01 Begin to become familiar with classic and contemporary literature —recognized for quality and literary merit —reflecting our common heritage as well as cultures from around the world.	Classroom/LEA/ISD and State
R.NT.02.02 Identify and describe a variety of genre including —poetry —fantasy —legends —drama.	R.NT.02.EG02 Begin to become familiar with a variety of narrative genre including —stories —nursery rhymes —poetry —songs.	Classroom/LEA/ISD and State
R.NT.02.03 Identify and describe —characters' actions and motivations —setting (time and place) —problem/solution —sequence of events.	R.NT.02.EG03 Begin to identify simple story elements in narrative text, such as - problem — setting (time and place) - events — characters — sense of story events (beginning, middle, and end).	Classroom/LEA/ISD and State
R.NT.02.04 Identify and explain how authors/illustrators use literary devices —illustrations to depict major story events —title —comparisons (metaphor/simile) to reveal characters' thoughts and actions.	R.NT.02.EG04 Begin to identify why authors write and how authors/illustrators use pictures and illustrations to support the understanding of settings and characters	Classroom/LEA/ISD and State
R.NT.02.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	R.NT.02.EG05 Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections	Classroom/LEA/ISD and State

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INFORMATIONAL TEXT		
R.IT.02.01 Identify and describe a variety of informational genre including —simple how-to books —personal correspondence —science and social studies magazines.	R.IT.02.EG01 Begin to identify a variety of informational genre —environmental text —concept books —picture books.	Classroom/LEA/ISD and State
R.IT.02.02 Discuss informational text patterns —sequential —enumerative.	R.IT.02.EG02 Begin to identify informational text patterns —descriptive —sequential (directions, steps).	Classroom/LEA/ISD and State
R.IT.02.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —boldface type —graphs —maps —diagrams —charts.	R.IT.02.EG03 Begin to understand why authors write and how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in —descriptive and —sequential organizational patterns.	Classroom/LEA/ISD and State
R.IT.02.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	R.IT.02.EG04 Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State

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COMPREHENSION		
R.CM.02.01 Activate prior knowledge.	R.CM.02.EG01 Activate prior knowledge.	Classroom/LEA/ISD
R.CM.02.02 Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.	R.CM.02.EG02 Begin to connect personal knowledge, experience, and understanding of others to ideas in text in order to make predictions and draw conclusions.	Classroom/LEA/ISD and State
R.CM.02.03 Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.	R.CM.02.EG03 Begin to identify and/or retell events, main ideas, and important details from text.	Classroom/LEA/ISD and State
R.CM.02.04 Make text-to-self and text-to-text connections and comparisons.	R.CM.02.EG04 Begin to make text-to-self and text-to-text connections and comparisons, such as —personal experience to problem or characters in narrative text; —comparison of two narrative texts (e.g., “Cinderella” stories); and —comparison of narrative to informational text.	Classroom/LEA/ISD and State
R.CM.02.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	R.CM.02.EG05 Begin to identify relationships among characters, events, and key ideas within text to create a deeper understanding.	Classroom/LEA/ISD and State
R.CM.02.06 Map story elements across texts.	R.CM.02.EG06 Begin to map story elements within a text.	Classroom/LEA/ISD and State
R.CM.02.07 Graphically represent key ideas and details across texts.	R.CM.02.EG07 Begin to graphically represent key ideas and details within a text.	Classroom/LEA/ISD
R.CM.02.08 Ask questions as they read.	R.CM.02.EG08 Begin to ask questions as they read.	Classroom/LEA/ISD
R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.	R.CM.02.EG09 Begin to apply what has been read to them from grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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METACOGNITION		
R.MT.02.01 Self-monitor comprehension when reading grade level appropriate text.	R.MT.02.EG01 Begin to self-monitor comprehension when reading familiar grade level appropriate text.	Classroom/LEA/ISD
R.MT.02.02 Recognize when meaning is breaking down.	R.MT.02.EG02 Begin to recognize when meaning is breaking down.	Classroom/LEA/ISD
R.MT.02.03 Use strategies to increase comprehension.	R.MT.02.EG03 Begin to use simple strategies to construct meaning while reading familiar grade level text.	Classroom/LEA/ISD
R.MT.02.04 Make credible predictions.	R.MT.02.EG04 Begin to make credible predictions.	Classroom/LEA/ISD
R.MT.02.05 Construct mental images representing ideas in text.	R.MT.02.EG05 Begin to construct mental images representing ideas in text.	Classroom/LEA/ISD
R.MT.02.06 Ask questions before, during, after reading.	R.MT.02.EG06 Begin to ask questions before, during, after reading.	Classroom/LEA/ISD
R.MT.02.07 Re-read or listen again if uncertain about meaning.	R.MT.02.EG07 Begin to re-read or listen again if uncertain about meaning.	Classroom/LEA/ISD
R.MT.02.08 Make inferences.	R.MT.02.EG08 Begin to make inferences.	Classroom/LEA/ISD
R.MT.02.09 Summarize.	R.MT.02.EG09 Begin to summarize.	Classroom/LEA/ISD
R.MT.02.10 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	R.MT.02.EG10 Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	Classroom/LEA/ISD
R.MT.02.11 Use context as a basis for predicting meaning of unfamiliar words.	R.MT.02.EG11 Begin to use context as a basis for predicting meaning of unfamiliar words.	Classroom/LEA/ISD
R.MT.02.12 Use Venn diagrams to compare and contrast.	R.MT.02.EG12 Begin to use Venn diagrams to compare and contrast.	Classroom/LEA/ISD
R.MT.02.13 Use paragraphs to indicate a sequence of ideas.	R.MT.02.EG13 Use lists to indicate a sequence of ideas.	Classroom/LEA/ISD
R.MT.02.14 Discuss which comprehension strategies worked and did not work with moderate teacher guidance.	R.MT.02.EG14 With assistance as needed, begin to discuss which comprehension strategies worked and did not work.	Classroom/LEA/ISD
R.MT.02.15 Determine which resources contain appropriate information using teacher- and student-generated criteria.	R.MT.02.EG15 Begin to become familiar with resources used in researching topics.	Classroom/LEA/ISD

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CRITICAL STANDARDS		
R.CS.02.01 Develop and discuss shared standards.	R.CS.02.EG01 With assistance as needed, begin to develop and discuss shared standards for evaluating quality of work.	Classroom/LEA/ISD
R.CS.02.02 Begin to self-assess the qualities of personal or other written text with teacher guidance.	R.CS.02.EG02 With assistance as needed, begin to recognize how to evaluate personal work and the work of others	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.02.01 Be enthusiastic about reading and learning how to read.	R.AT.02.EG01 Become enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home.	R.AT.02.EG02 With assistance as needed, choose books, book activities, word play, and writing during free time in school and at home.	Classroom/LEA/ISD

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WRITING GENRES		
W.GN.02.01 Write realistic fiction, fantasy, and/or a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	W.GN.02.EG01 Begin to write brief personal narratives using —pictures —words, word-like clusters, and/or sentences as support.	Classroom/LEA/ISD and State
W.GN.02.02 Approximate poetry based on reading a wide variety of grade level appropriate published poetry.	W.GN.02.EG02 With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD
W.GN.02.03 Produce a magazine feature article using an organizational pattern such as —description —enumeration —sequence —compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.	W.GN.02.EG03 Begin to write brief informational pieces (a page for a class book) using —pictures —words, word-like clusters, and/or sentences.	Classroom/LEA/ISD and State
W.GN.02.04 Develop two research questions related to a teacher-selected topic.	W.GN.02.EG04 Begin to develop questions related to a teacher-selected topic.	Classroom/LEA/ISD
W.GN.02.04 With teacher assistance, —gather resources (electronic and/or print) —organize information using key ideas —use the writing process to produce and present the final project.	W.GN.02.EG05 With as assistance as needed, contribute to a class project by adding relevant information to a class book including —gathering information from teacher-supplied texts —beginning to use the writing process to develop the project.	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.02.01 Consider audience and purpose for writing.	W.PR.02.EG01 With assistance as needed, consider audience and purpose for writing.	Classroom/LEA/ISD and State
W.PR.02.02 Begin to use styles and patterns derived from studying authors.	W.PR.02.EG02 Begin to become familiar with styles and patterns of writing used by favorite authors.	Classroom/LEA/ISD
W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern —problem/solution —sequence —description —compare and contrast.	W.PR.02.EG03 Begin to understand that writing requires a plan that may include graphic organizers that represent a specific organizational pattern —sequence —description.	Classroom/LEA/ISD and State
W.PR.02.04 Write two paragraph clusters, each containing a main idea and some supporting details.	W.PR.02.EG04 Begin to write complete sentences that express a main idea and some details.	Classroom/LEA/ISD and State
W.PR.02.05 Write in first and third person based on genre type and purpose.	W.PR.02.EG05 Begin to write in first person.	Classroom/LEA/ISD and State
W.PR.02.06 Narrow down a broader story idea to focus on only one aspect of the total idea.	W.PR.02.EG06 Begin to focus on one story idea.	Classroom/LEA/ISD and State

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WRITING PROCESS		
W.PR.02.07 Use a sequenced organizational pattern with —grade level appropriate grammar —usage —mechanics —temporary spellings that reflect a close approximation of the sequence of sounds in the word.	W.PR.02.EG07 Begin to use a sequenced organizational pattern with —some grade level appropriate grammar —temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.02.08 Constructively and specifically respond orally to the writing of others.	W.PR.02.EG08 Begin to respond orally to the writing of others.	Classroom/LEA/ISD
W.PR.02.09 Identify sections of their own text that need to be revised using —reorganization —additions —deletions —appropriate use of transitions.	W.PR.02.EG09 Begin to identify sections of their own text that need to be revised using —additions —deletions	Classroom/LEA/ISD and State
W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	W.PR.02.EG10 Begin to become familiar with revision strategies to make changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD and State
W.PR.02.11 Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.	W.PR.02.EG11 Utilize grade appropriate resources including —a word wall —a class-developed checklist.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.02.01 Develop personal style in oral, written, and visual messages —narrative - descriptive language, use of imagination, varying sentence beginnings —informational - facts, effective conclusions.	W.PS.02.EG01 Begin to show originality in oral, written, and visual messages including —narrative (natural language, expressed sentiment, original ideas) —informational (listing, naming, describing)	Classroom/LEA/ISD
GRAMMAR AND USAGE		
W.GR.02.01 Correctly use complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.	W.GR.02.EG01 Begin to form complete simple sentences beginning with a capital letter and ending with a period.	Classroom/LEA/ISD and State

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SPELLING		
W.SP.02.01 Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	W.SP.02.EG01 Begin to spell a small number (about 18) of frequently encountered and personally meaningful words correctly	Classroom/LEA/ISD and State
HANDWRITING		
W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	W.HW.02.EG01 Begin to form upper and lower case letters, leave space between words and word-like clusters of letters, and write from left to right and top to bottom.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.02.01 Be enthusiastic about writing and learning to write.	W.AT.02.EG01 Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD

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SPEAKING CONVENTIONS		
S.CN.02.01 Use more complex conjunctions (although, instead of, so that).	S.CN.02.EG01 Begin to use singular and plural nouns and simple conjunctions (and, but, or, etc.)	Classroom/LEA/ISD
S.CN.02.02 Use nominative and objective case pronouns.	S.CN.02.EG02 Begin to use nominative and objective case pronouns.	Classroom/LEA/ISD
S.CN.02.03 Use common grammatical structures—subject/verb agreement, pronoun/noun agreement.	S.CN.02.EG03 Begin to use common grammatical structures, such as —subject/verb agreement —pronoun/noun agreement	Classroom/LEA/ISD
S.CN.02.04 Explore and use language to communicate effectively with a variety of audiences and for different purposes such as —questions and answers —discussions —social interactions.	S.CN.02.EG04 Begin to explore language to communicate with a variety of audiences and for different purposes —questions and answers —courtesies	Classroom/LEA/ISD
S.CN.02.05 Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations.	S.CN.02.EG05 When speaking, begin to —speak clearly and audibly —use sound effects.	Classroom/LEA/ISD
S.CN.02.06 Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)	S.CN.02.EG06 Begin to make presentations (e.g., <i>Show and Tell</i>) in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
S.CN.02.07 Be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community.)	S.CN.02.EG07 Begin to become aware that language differs from playground to classroom as a function of linguistic and cultural group membership (They can provide examples of language differences on the playground and in the classroom.).	Classroom/LEA/ISD

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SPOKEN DISCOURSE		
S.DS.02.01 Engage in substantive conversation —remaining focused on subject matter —with interchanges building on prior responses —in the context of book discussions, peer conferencing, or other interactions.	S.DS.02.EG01 Begin to engage in conversation while remaining focused on subject matter.	Classroom/LEA/ISD
S.DS.02.02 Tell/retell stories (poetry, folk literature, drama) using —story grammar —elaborated information about characters —characters’ actions and motivations —setting (time and place) —plot —setting as related to plot while maintaining appropriate intonation and tone of voice.	S.DS.02.EG02 Begin to briefly tell/retell about —familiar experiences (including at least characters, setting, and events) —interests (including at least topic and key details)	Classroom/LEA/ISD and State
S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	S.DS.02.EG03 Begin to respond to multiple text types by reflecting, expressing meaning, and making connections.	Classroom/LEA/ISD and State
S.DS.02.04 Plan and deliver presentations or reports —using an informational, organizational pattern (description, cause and effect, compare and contrast) —using appropriate text features (illustrations, pictures) —providing supportive facts and details to make their point reflecting the source of information —using appropriate props —maintaining appropriate intonation and tone of voice.	S.DS.02.EG04 With assistance as needed, begin to plan and deliver presentations —providing some details to make a point —using props.	Classroom/LEA/ISD

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LISTENING AND VIEWING CONVENTIONS		
LCN.02.01 Give, restate, and follow three- and four-step directions.	LCN.02.EG01 Begin to understand and follow one- and two-step directions.	Classroom/LEA/ISD and State
LCN.02.02 Ask appropriate questions during a presentation or report.	LCN.02.EG02 Begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD
LCN.02.03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	LCN.02.EG03 Begin to differentiate between sender and receiver, such as recognizing that the viewer/listener receives messages, but can also send them.	Classroom/LEA/ISD
LCN.02.04 Listen to the comments of a peer and respond on topic and add a connected idea.	LCN.02.EG04 Begin to use effective listening and viewing behaviors.	Classroom/LEA/ISD
LCN.02.05 Use effective listening and viewing behaviors in large and small group settings —eye contact —attentive —supportive.	LCN.02.EG05 Listen to each other and begin to interact and respond appropriately —through eye contact —and being attentive and supportive.	Classroom/LEA/ISD
LCN.02.06 Begin to evaluate the messages they experience in broadcast and print media.	LCN.02.EG06 Become familiar with different kinds of messages experienced in broadcast and print media, e.g., newscasts, ads, headlines, etc.	Classroom/LEA/ISD
LCN.02.07 Distinguish between factual and opinion (advertising hype, propaganda).	LCN.02.EG07 Begin to understand fact and opinion.	Classroom/LEA/ISD

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RESPONSE		
L.RP.02.01 Listen to or view and discuss a variety of genres.	L.RP.02.EG01 Listen to or view a variety of genres.	Classroom/LEA/ISD and State
L.RP.02.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.02.EG02 Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
L.RP.02.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	L.RP.02.EG03 Begin to respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State

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WORD STUDY		
R.WS.03.01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	R.WS.03.EG01 Use a variety of clues to recognize words, including —pictures —phonics —syntax —context —prediction —other people to recognize frequently encountered words in the environment and in text.	Classroom/LEA/ISD and State
R.WS.03.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	R.WS.03.EG02 Narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).	Classroom/LEA/ISD
R.WS.03.03 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	R.WS.03.EG03 Know the meanings of words encountered frequently in grades K-1 reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.03.04 Recognize the 220 Dolch basic sight words and 95 common nouns.	R.WS.03.EG04 Recognize words in the environment, such as —exit signs —names on buses —the school and begin to recognize a few of the 220 Dolch basic sight vocabulary automatically.	Classroom/LEA/ISD and State
R.WS.03.05 Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.	R.WS.03.EG05 Recognize automatically a few of the 1000 Dolch first words, as well as frequently encountered, personally meaningful words.	Classroom/LEA/ISD and State

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WORD STUDY		
R.WS.03.06 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) —knowledge of language —sound/symbol/structural relationships —context.	R.WS.03.EG06 Use strategies to identify unknown words and construct meaning —letter-sound cues —semantic context cues (including pictures) —syntactic cues.	Classroom/LEA/ISD and State
R.WS.03.07 Apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	R.WS.03.EG07 Apply the following aspects of fluency: —automatic naming of letters —automatic association of letters and their sounds —automatic recognition of a few words both when encountered in context and isolation - automatic understanding of concepts of print.	Classroom/LEA/ISD
R.WS.03.08 Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	R.WS.03.EG08 Using context clues (including pictures), strategies, and resources, understand the meaning of a few words and familiar and repeated phrases, such as —objects —actions —concepts.	Classroom/LEA/ISD and State

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NARRATIVE TEXT		
R.NT.03.01 Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	R.NT.03.EG01 Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and State
R.NT.03.02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	R.NT.03.EG02 Identify simple story elements, such as - problem — setting (time and place) - events — characters — sense of story events (beginning, middle, and end) - theme/lesson	Classroom/LEA/ISD and State
R.NT.03.03 Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.	R.NT.03.EG03 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State
R.NT.03.04 Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.	R.NT.03.EG04 Understand the roles and purposes of authors and illustrators, and begin to identify how authors/ illustrators use pictures and illustration to support the understanding of settings, characters, and story events.	Classroom/LEA/ISD and State

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INFORMATIONAL TEXT		
R.IT.03.01 Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	R.IT.03.EG01 Identify a variety of informational/functional genre, such as —environmental text —concept books —picture books.	Classroom/LEA/ISD and State
R.IT.03.02 Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).	R.IT.03.EG02 Identify informational text patterns —sequential —descriptive.	Classroom/LEA/ISD and State
R.IT.03.03 Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.	R.IT.03.EG03 Understand authors' purposes, and begin to identify how authors/illustrators use text features, such as pictures and drawings, to enhance the understanding of key ideas presented in —descriptive (definitions, enumeration) and —sequential (directions, steps, procedures) organizational patterns.	Classroom/LEA/ISD and State
COMPREHENSION		
R.CM.03.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.	R.CM.03.EG01 Connect personal knowledge and experience to ideas in texts in order to make predictions and draw conclusions.	Classroom/LEA/ISD and State
R.CM.03.02 Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	R.CM.03.EG02 Identify and/or retell events, main ideas, and important details from text.	Classroom/LEA/ISD and State
R.CM.03.03 Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	R.CM.03.EG03 Make text-to-self and text-to-text connections and comparisons, such as —personal experience to problem or characters in narrative text; —comparison of two narrative texts (e.g., "Cinderella" stories); and —comparison of narrative to informational text.	Classroom/LEA/ISD and State
R.CM.03.04 Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	R.CM.03.EG04 Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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METACOGNITION		
R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	R.MT.03.EG01 Self-monitor comprehension when reading familiar grade level appropriate text.	Classroom/LEA/ISD
R.MT.03.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.	R.MT.03.EG02 Use simple strategies to construct meaning while reading familiar grade level text, such as making credible predictions based on illustrations.	Classroom/LEA/ISD
CRITICAL STANDARDS		
R.CS.03.01 Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	R.CS.03.EG01 With assistance as needed, begin to recognize how to assess personal work and the work of others	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.03.01 Be enthusiastic about reading and learning how to read.	R.AT.03.EG01 Become enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
R.AT.03.02 Do substantial reading and writing on their own.	R.AT.03.EG02 With assistance as needed, choose books, book activities, word play, and writing on their own during free time in school and at home.	Classroom/LEA/ISD

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WRITING GENRES		
W.GN.03.01 Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits.	W.GN.03.EG01 Write a brief personal narrative using —pictures —words, word-like clusters, and/or sentences as support.	Classroom/LEA/ISD and State
W.GN.03.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	W.GN.03.EG02 With assistance as needed, attempt to write poetry based on reading a wide variety of grade level appropriate published poetry	Classroom/LEA/ISD
W.GN.03.03 Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.	W.GN.03.EG03 Write a brief informational piece using —drawings —words, word-like clusters, and/or sentences.	Classroom/LEA/ISD and State
W.GN.03.04 Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information.	W.GN.03.EG04 With assistance as needed, contribute to a class research project by adding relevant information to a class book including —gathering information from teacher-supplied texts (electronic and/or print) —using the writing process to develop the project.	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.03.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.03.EG01 With assistance as needed, consider the audience reaction as they plan their writing.	Classroom/LEA/ISD and State
W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).	W.PR.03.EG02 Begin to brainstorm to generate and structure ideas for narrative, informational, and functional text, such as —using a story map for narrative text and —using a web or simple outline for informational and functional text.	Classroom/LEA/ISD
W.PR.03.03 Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.	W.PR.03.EG03 Use semi-phonetic spelling to represent narrative, informational, and functional text when writing, and incorporate pictures and drawings.	Classroom/LEA/ISD and State
W.PR.03.04 Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.	W.PR.03.EG04 Use lists and chronological organizational patterns in informational writing.	Classroom/LEA/ISD and State
W.PR.03.05 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).	W.PR.03.E04 Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.	Classroom/LEA/ISD
W.PR.03.06 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	W.PR.03.EG06 Attempt to edit their writing/picture by using grade appropriate resources including —a word wall. —a class-developed checklist.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.03.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	W.PS.03.EG01 Show originality in oral, written, and visual messages including —narrative (natural language, expressed sentiment, original ideas) —informational/functional (listing, naming, describing).	Classroom/LEA/ISD and State

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GRAMMAR AND USAGE		
W.GR.03.01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	W.GR.03.EG01 Begin to use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Classroom/LEA/ISD and State
SPELLING		
W.SP.03.01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	W.SP.03.EG01 Spell a small number of frequently encountered and personally meaningful words correctly; for other words, rely on —structural cues (beginning and simpler ending sounds) —environmental sources (word wall, word lists).	Classroom/LEA/ISD and State
HANDWRITING		
W.HW.03.01 Write the cursive alphabet.	W.HW.03.EG01 Write upper and lower case manuscript letters legibly.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.03.01 Be enthusiastic about writing and learning to write.	W.AT.03.EG01 Be enthusiastic about writing and learning how to write.	Classroom/LEA/ISD

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SPEAKING CONVENTIONS		
S.CN.03.01 Express time relationships using correct verb tenses.	S.CN.03.EG01 Begin to use grammatical structures, including —singular and plural nouns —contractions —singular possessive pronouns (my/mine, his/hers, etc.), —conjunctions —inflected endings (-s, -es, -ing, etc.).	Classroom/LEA/ISD
S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).	S.CN.03.EG02 Explore language to communicate with a variety of audiences and for different purposes, such as to —questions and answers —courtesies.	Classroom/LEA/ISD
S.CN.03.03 Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.	S.CN.03.EG03 In spoken informational and narrative presentations begin to —speak clearly and audibly —use sound effects.	Classroom/LEA/ISD
S.CN.03.04 Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	S.CN.03.EG04 Make presentations (e.g., <i>Show and Tell</i>) in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
S.CN.03.05 Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (they can provide examples of language differences in the region).	S.CN.03.EG05 Become aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom).	Classroom/LEA/ISD

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SPOKEN DISCOURSE		
S.DS.03.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	S.DS.03.EG01 Engage in conversation while remaining focused on subject matter.	Classroom/LEA/ISD
S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	S.DS.03.EG02 Briefly tell/retell about —familiar experiences (including at least characters, setting, and events) —interests (including at least topic and key details).	Classroom/LEA/ISD and State
S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.	S.DS.03.EG03 Respond to multiple text types by reflecting, making meaning, and making connections.	Classroom/LEA/ISD and State
S.DS.03.04 Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.	S.DS.03.EG04 With assistance as needed, plan and deliver presentations —providing several facts and details to make a point —using props	Classroom/LEA/ISD

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LISTENING AND VIEWING CONVENTIONS		
LCN.03.01 Respond to questions asked of them, providing an appropriate level of detail.	LCN.03.EG01 Understand and follow one- and two-step directions, and begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD and State
LCN.03.02 Listen and interact appropriately and view knowledgeably.	LCN.03.EG02 Listen to each other and interact and respond appropriately —through eye contact —and being attentive and supportive.	Classroom/LEA/ISD
LCN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	LCN.03.EG03 Use effective listening and viewing behaviors in large and small group settings.	Classroom/LEA/ISD
LCN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.	LCN.03.EG04 Begin to differentiate between sender and receiver, such as recognizing that the viewer/listener receives messages, but can also send them.	Classroom/LEA/ISD

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RESPONSE		
L.RP.03.01 Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	L.RP.03.EG01 Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
L.RP.03.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.03.EG02 Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
L.RP.03.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	L.RP.03.EG03 Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State
L.RP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	L.RP.03.EG04 Begin to combine skills to reveal strengthening literacy.	Classroom/LEA/ISD and State
L.RP.03.05 Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.	L.RP.03.EG05 Begin to retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State

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WORD STUDY		
R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.	R.WS.04.EG01 Use structural cues to recognize one-syllable words, blends, and consonant diagraphs —letter/sound —onset and rimes —whole word chunks —word families —diagraphs <i>th, ch, sh</i> .	Classroom/LEA/ISD and State
R.WS.04.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	R.WS.04.EG02 Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.	Classroom/LEA/ISD and State
R.WS.04.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	R.WS.04.EG03 Recognize automatically grades K-2 high frequency words whether encountered in or out of context.	Classroom/LEA/ISD and State
R.WS.04.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	R.WS.04.EG04 Know the meaning of words encountered frequently in grade K-2 reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.04.05 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).	R.WS.04.EG05 Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) to recognize word —semantic context cues (including pictures) and syntactic cues to check word recognition and select best meaning.	Classroom/LEA/ISD and State

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WORD STUDY		
R.WS.04.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	R.WS.04.EG06 Apply the following aspects of fluency —automatically recognize identified grade 2 high frequency words whether encountered in or out of context —read aloud using intonation, pauses and emphasis —use punctuation cues (periods and questions marks) —independently read aloud unfamiliar text	Classroom/LEA/ISD
R.WS.04.07 Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).	R.WS.04.EG07 In context using strategies and resources, understand the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary).	Classroom/LEA/ISD and State

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NARRATIVE TEXT		
R.NT.04.01 Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.	R.NT.04.EG01 Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and State
R.NT.04.02 Identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure).	R.NT.04.EG02 Begin to identify and describe a variety of genre including —realistic fiction —fantasy —folktales.	Classroom/LEA/ISD and State
R.NT.04.03 Analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator); know first person point of view and conflict/resolution.	R.NT.04.EG03 Identify simple story elements, such as - problem — setting (time and place) - events — characters — sense of story events (beginning, middle, and end) - theme/lesson	Classroom/LEA/ISD and State
R.NT.04.04 Explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.	R.NT.04.EG04 Identify authors' purposes, and explain how authors/ illustrators use — illustrations to support story elements — transitional words (e.g., before, after, now, finally) to indicate a sequence of events and a sense of story.	Classroom/LEA/ISD and State

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INFORMATIONAL TEXT		
R.IT.04.01 Identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper).	R.IT.04.EG01 Begin to identify and describe a variety of informational/functional genre including —simple how-to books —personal correspondence —science and social studies magazines.	Classroom/LEA/ISD and State
R.IT.04.02 Identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution).	R.IT.04.EG02 Identify informational text patterns —sequential - descriptive —enumerative.	Classroom/LEA/ISD and State
R.IT.04.03 Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.	R.IT.04.EG03 Identify authors' purposes, and explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations —boldface type —charts.	Classroom/LEA/ISD and State

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COMPREHENSION		
R.CM.04.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.	R.CM.04.EG01 Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions..	Classroom/LEA/ISD and State
R.CM.04.02 Retell and summarize grade level appropriate narrative and informational text.	R.CM.04.EG02 Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional texts.	Classroom/LEA/ISD and State
R.CM.04.03 Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).	R.CM.04.EG03 Begin to compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Classroom/LEA/ISD and State
R.CM.04.04 Apply significant knowledge from what is read in grade level science and social studies texts.	R.CM.04.EG04 Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State
METACOGNITION		
R.MT.04.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing).	R.MT.04.EG01 With assistance as needed, begin to self-monitor comprehension when reading grade level appropriate text, such as —predicting, —questioning, and —visualizing.	Classroom/LEA/ISD
R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	R.MT.04.EG02 Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, such as —setting purpose for reading; —using a story map or web; and —using a simple editing checklist.	Classroom/LEA/ISD

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CRITICAL STANDARDS		
R.CS.04.01 Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	R.CS.04.EG01 With assistance as needed, recognize how to assess personal work and the work of others with teacher supervision.	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.04.01 Be enthusiastic about reading and Learning how to read.	R.AT.04.EG01 Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
R.AT.04.02 Do substantial reading and writing on their own.	R.AT.04.EG02 With assistance as needed, do some reading and writing during free time in school and at home.	Classroom/LEA/ISD
WRITING GENRES		
W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.	W.GN.04.EG01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters.	Classroom/LEA/ISD and State
W.GN.04.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	W.GN.04.EG02 With assistance as needed, begin to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD

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Grade 4 Grade Level Content Expectation (GLCE)	Grade 4 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
WRITING GENRES		
W.GN.04.03 Write a comparative piece to demonstrate understanding of central Ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	W. GN.04.EG03 Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic —finding and narrowing research questions —using a variety of resources —taking notes —organizing relevant information to draw conclusions.	W.GN.04.EG04 Contribute to a class research project by adding relevant information to a class book including —gathering information from teacher-supplied materials, including electronic text and Internet —using the writing process to develop the project.	Classroom/LEA/ISD
WRITING PROCESS		
W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.04.EG01 With assistance as needed, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text	Classroom/LEA/ISD and State
W.PR.04.02 Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	W.PR.04.EG02 Begin to brainstorm to generate and structure ideas for narrative, informational, and functional texts.	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	W.PR.04.EG03 Write three or four connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.04.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).	W.PR.04.EG04 Read drafts of their work to clarify meaning and attempt some revision.	Classroom/LEA/ISD
W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	W.PR.04.EG05 Edit their writing/picture by using grade appropriate resources including —a word wall —a class-developed checklist.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.04.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	W.PS.04.EG01 Begin to show originality in oral, written, and visual messages including —narrative (natural language, specific action, emotion) —informational/functional (sequence, specific vocabulary, visual representation).	Classroom/LEA/ISD and State
GRAMMAR AND USAGE		
W.GR.04.01 Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	W.GR.04.EG01 Use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Classroom/LEA/ISD and State
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SPELLING		

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W.SP.04.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	W.SP.04.EG01 In the context of writing, spell frequently encountered one-syllable words from common word families correctly; for other words, use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	Classroom/LEA/ISD and State
HANDWRITING		
W.HW.04.01 Write neatly and legibly.	W.HW.04.EG01 Write upper and lower case manuscript letters legibly.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.04.01 Be enthusiastic about writing and learning to write.	W.AT.04.EG01 Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD
SPEAKING CONVENTIONS		
S.CN.04.01 Express ideas using more complex ideas.	S.CN.04.EG01 Use common grammatical structures—subject/verb agreement, pronoun/noun agreement.	Classroom/LEA/ISD
S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/ invitations, cross-curricular discussions).	S.CN.04.EG02 Explore and use language to communicate with a variety of audiences and for different purposes —requests —problem-solve —look for solutions —construct relationships —courtesies.	Classroom/LEA/ISD
S.CN.04.03 Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	S.CN.04.EG03 Make presentations in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
S.CN.04.04 Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (they can provide examples of language differences in the United States).	S.CN.04.EG04 Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences in storybooks and the classroom).	Classroom/LEA/ISD
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SPOKEN DISCOURSE		
S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	S.DS.04.EG01 Engage in conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.	Classroom/LEA/ISD
S.DS.04.02 Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	S.DS.04.EG02 Tell/retell familiar stories (realistic fiction, fantasy, folktale) using —a problem solution pattern —appropriate story grammar —proper sequence	Classroom/LEA/ISD and State

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	—a prop while maintaining appropriate posture and eye contact.	
S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.	S.DS.04.EG03 Respond to multiple text types by reflecting, making meaning, and making connections.	Classroom/LEA/ISD and State
S.DS.04.04 Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.	S.DS.04.EG04 With assistance as needed, plan and deliver presentations or reports using —an informational organizational pattern (descriptive, enumerative, or sequential); —appropriate text features (pictures or illustrations); —an appropriate prop; and —providing several facts and details to make their point while maintaining appropriate posture and eye contact.	Classroom/LEA/ISD

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LISTENING AND VIEWING CONVENTIONS		
LCN.04.01 Respond to questions asked of them, providing appropriate elaboration and details.	LCN.04.EG01 Give, restate, and follow two-step directions.	Classroom/LEA/ISD and State
LCN.04.02 Listen and interact appropriately and view knowledgeably in small and large group settings	LCN.04.EG02 Listen to the comments of a peer and respond on topic and add a connected idea —eye contact —attentive —supportive	Classroom/LEA/ISD
LCN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	LCN.04.EG03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	Classroom/LEA/ISD
LCN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	LCN.04.EG04 Experience messages from a variety of media and differentiate between sender, receiver, and message.	Classroom/LEA/ISD

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RESPONSE		
L.RP.04.01 Listen to or view in a variety of genres and compare their responses to those of their peers.	L.RP.04.EG01 Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
L.RP.04.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.04.EG02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
L.RP.04.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	L.RP.04.EG03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State
L.RP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).	L.RP.04.EG04 Combine skills to reveal strengthening literacy.	Classroom/LEA/ISD and State
L.RP.04.05 Summarize the major ideas and evidence presented in spoken messages and formal presentations.	L.RP.04.EG05 Retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State

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WORD STUDY		
R.WS.05.01 Explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context.	R.WS.05.EG01 In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.	Classroom/LEA/ISD and State
R.WS.05.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	R.WS.05.EG02 Use syntactic and semantic cues —reading context, picture clues —prefixes <i>re-</i> , <i>un-</i> —suffixes <i>-s</i> , <i>-ed</i> , <i>-ing</i> to determine the meaning of words in grade level appropriate texts	Classroom/LEA/ISD
R.WS.05.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	R.WS.05.EG03 Recognize automatically grades K-2 frequently encountered words in connected text and in isolation.	Classroom/LEA/ISD and State
R.WS.05.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	R.WS.05.EG04 Know the meaning of words encountered frequently in grades K-2 reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.05.05 Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins).	R.WS.05.EG05 Use strategies to identify unknown words and construct meaning —reread a sentence or paragraph when meaning is unclear —use context as a basis for predicting meaning of unfamiliar words —increase bank of known sight words —use subvocalization to sound out unknown words.	Classroom/LEA/ISD and State
R.WS.05.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	R.WS.05.EG06 Independently read aloud unfamiliar text in grade level appropriate text.	Classroom/LEA/ISD
R.WS.05.07 Determine the meaning of words and phrases in context (e.g., symbols, idioms, recently-coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources).	R.WS.05.EG07 Determine the meaning of words and phrases (objects, actions, concepts, and English language arts vocabulary) in context using strategies and resources.	Classroom/LEA/ISD and State

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NARRATIVE TEXT		
R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature recognized for quality and literary merit.	R.NT.05.EG01 Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and State
R.NT.05.02 Analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery).	R.NT.05.EG02 Begin to identify and describe a variety of genre including —poetry —fantasy —legends —drama.	Classroom/LEA/ISD and State
R.NT.05.03 Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot.	R.NT.05.EG03 Identify story elements, such as —characters' actions and motivations —setting (time and place) —problem/solution —sequence of events —theme/lesson.	Classroom/LEA/ISD and State
R.NT.05.04 Explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts.	R.NT.05.EG04 Identify authors' purposes, and explain how authors/illustrators use literary devices —illustrations to depict major story events —title —comparisons (metaphor/simile) to reveal characters' thoughts and actions.	Classroom/LEA/ISD and State

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INFORMATIONAL TEXT		
R.IT.05.01 Analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases).	R.IT.05.EG01 Identify and describe a variety of informational/functional genre including —simple how-to books —personal correspondence —science and social studies magazines.	Classroom/LEA/ISD and State
R.IT.05.02 Identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution).	R.IT.05.EG02 Identify informational text patterns —sequential —descriptive —enumerative.	Classroom/LEA/ISD and State
R.IT.05.03 Explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.	R.IT.05.EG03 Identify authors' purposes and how authors/illustrators use text features to enhance the understanding of key and supporting ideas —boldface type —graphs —maps —diagrams —charts.	Classroom/LEA/ISD and State

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COMPREHENSION		
R.CM.05.01 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	R.CM.05.EG01 Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions.	Classroom/LEA/ISD and State
R.CM.05.02 Retell and summarize grade level appropriate narrative and informational text.	R.CM.05.EG02 Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD and State
R.CM.05.03 Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize).	R.CM.05.EG03 Begin to compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Classroom/LEA/ISD and State
R.CM.05.04 Apply significant knowledge from what is read in grade level science and social studies text.	R.CM.05.EG04 Apply what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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METCOGNITION		
R.MT.05.01 Independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	R.MT.05.EG01 Understand that reading is a process that involves the interaction between writer and reader and the context of the situation; self-monitor comprehension when reading grade level appropriate text, e.g., —predicting, —questioning, and —visualizing.	Classroom/LEA/ISD
R.MT.05.02 Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately).	R.MT.05.EG02 Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, e.g., —setting purpose for reading; —using a story map or web; and —using a simple editing checklist.	Classroom/LEA/ISD

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CRITICAL STANDARDS		
R.CS.05.01 Develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide audiences.	R.CS.05.EG01 Recognize how to assess personal work and the work of others with teacher supervision, such as —using a class-created editing rubric and —identifying author's purpose.	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.05.01 Be enthusiastic about reading and learning how to read.	R.AT.05.EG01 Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
R.AT.05.02 Do substantial reading and writing on their own.	R.AT.05.EG02 With assistance as needed, do some reading and writing during free time in school and at home.	Classroom/LEA/ISD

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WRITING GENRES		
W.GN.05.01 Write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions.	W.GN.05.EG01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters.	Classroom/LEA/ISD and State
W.GN.05.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	W.GN.05.EG02 With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD
W.GN.05.03 Write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.	W.GN.05.EG03 Write an informational piece that addresses a focus question (e.g., What are three things you do every morning?) using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
W.GN.05.04 Use the writing process to produce and present a research project —including a teacher-approved topic, narrowed focus question, and hypothesis —using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details.	W.GN.05.EG04 With assistance as needed, —gather resources (electronic and/or print) —organize information using key ideas —use the writing process to produce and present the final project	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.05.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.05.EG01 Begin to consider audience and purpose for writing.	Classroom/LEA/ISD and State
W.PR.05.02 Use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and structure ideas (e.g. Role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).	W.PR.05.EG02 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern —problem/solution —sequence —description —compare and contrast.	Classroom/LEA/ISD
W.PR.05.03 Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs.	W.PR.05.EG03 Write four or five connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.05.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs).	W.PR.05.EG04 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience, e.g., —rearranging sentences; —substituting synonyms; and —inserting transitional words.	Classroom/LEA/ISD
W.PR.05.05 Independently and collaboratively edit and proofread writing using grade level checklists.	W.PR.05.EG05 Attempt to proofread and edit their writing/picture using appropriate resources, including dictionaries and a class-developed checklist.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.05.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	W.PS.05.EG01 Develop personal style in oral, written, and visual messages including —narrative - descriptive language, use of imagination, varying sentence beginnings —informational/functional - facts, effective conclusions.	Classroom/LEA/ISD and State

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GRAMMAR AND USAGE		
W.GR.05.01 Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list.	W.GR.05.EG01 In the context of writing, begin to use complete sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.	Classroom/LEA/ISD and State
SPELLING		
W.SP.05.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	W.SP.05.EG01 In the context of writing, spell frequently encountered words (two-syllable words, including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	Classroom/LEA/ISD and State
HANDWRITING		
W.HW.05.01 Write neatly and legibly.	W.HW.05.EG01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.05.01 Be enthusiastic about writing and learning to write.	W.AT.05.EG01 Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD

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EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 5**

Grade 5 Grade Level Content Expectation (GLCE)	Grade 5 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
SPEAKING CONVENTIONS		
S.CN.05.01 Use irregular verbs correctly (e.g., lie/lay, sit/sat, rise/raise).	S.CN.05.EG01 Begin to use common grammatical structures—subject/verb agreement, pronoun/noun agreement.	Classroom/LEA/ISD
S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion).	S.CN.05.EG02 Explore and use language to communicate with a variety of audiences and for different purposes —questions and answers —discussions —social interactions.	Classroom/LEA/ISD
S.CN.05.03 Use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text.	S.CN.05.EG03 Begin to adopt appropriate tone of voice and intonation patterns in spoken informational, narrative, and functional presentations.	Classroom/LEA/ISD
S.CN.05.04 Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).	S.CN.05.EG04 Make presentations in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
S.CN.05.05 Be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)	S.CN.05.EG05 Begin to become aware that language differs from school and home as a function of linguistic and cultural group membership (they can provide examples of language differences in the community).	Classroom/LEA/ISD

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SPOKEN DISCOURSE		
S.DS.05.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	S.DS.05.EG01 Engage in substantive conversation <ul style="list-style-type: none"> —remaining focused on subject matter —with interchanges building on prior responses —in the context of book discussions, peer conferencing, or other interactions. 	Classroom/LEA/ISD
S.DS.05.02 Discuss narratives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.	S.DS.05.EG02 Tell/retell stories (poetry, folk literature, drama) using story grammar <ul style="list-style-type: none"> —elaborated information about characters —characters' actions and motivations —setting (time and place) —plot —setting as related to plot. 	Classroom/LEA/ISD and State
S.DS.05.03 Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.	S.DS.05.EG03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD
S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.	S.DS.05.EG04 With assistance as needed, plan and deliver presentations or reports <ul style="list-style-type: none"> —using an informational, organizational pattern (description, cause and effect, compare and contrast) —using appropriate text features (illustrations, pictures) —providing supportive facts and details to make their point —using appropriate props 	Classroom/LEA/ISD

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LISTENING AND VIEWING CONVENTIONS		
N/A	LCN.05.EG01 Restate and follow two-step directions, and begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD and State
N/A	LCN.05.EG02 Use effective listening and viewing behaviors in large and small group settings —eye contact —attentive —supportive.	Classroom/LEA/ISD
N/A	LCN.05.EG03 Listen to the comments of a peer and respond on topic and add a connected idea.	Classroom/LEA/ISD
N/A	LCN.05.EG04 Differentiate between sender, receiver, and message, such as —the meaning of the message may be conveyed and constructed for different purposes by the sender and receiver.	Classroom/LEA/ISD

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RESPONSE		
L.RP.05.01 Listen to or view in a variety of genres and compare their responses to those of their peers.	L.RP.05.EG01 Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
L.RP.05.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.05.EG02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
L.RP.05.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions.	L.RP.05.EG03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	Classroom/LEA/ISD and State
L.RP.05.04 Begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).	L.RP.05.EG04 Combine skills to reveal strengthening literacy.	Classroom/LEA/ISD
L.RP.05.05 Go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.	L.RP.05.EG05 Retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State

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Grade 6 Grade Level Content Expectation (GLCE)	Grade 6 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
WORD STUDY		
R.WS.06.01 Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	R.WS.06.EG01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and recognize frequently encountered words in text even when those words are encountered out of context.	Classroom/LEA/ISD and State
R.WS.06.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication).	R.WS.06.EG02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Classroom/LEA/ISD and State
R.WS.06.03 Recognize frequently encountered words automatically.	R.WS.06.EG03 Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.	Classroom/LEA/ISD and State
R.WS.06.04 Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).	R.WS.06.EG04 Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.06.05 Apply strategies to construct meaning and identify unknown words.	R.WS.06.EG05 Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using —knowledge of language —sound/symbol/structural relationships —context.	Classroom/LEA/ISD and State

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R.WS.06.06 Read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds).	R.WS.06.EG06 Apply the following aspects of fluency —pauses and emphasis —punctuation cues —intonation —recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	Classroom/LEA/ISD
R.WS.06.07 Use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms)	R.WS.06.EG07 Determine the meaning of words and phrases in context, such as —synonyms, homonyms, multiple meaning words and using strategies and resources, such as —context clues, concept mapping, dictionary.	Classroom/LEA/ISD and State
NARRATIVE TEXT		
R.NT.06.01 Describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair.	R.NT.06.EG01 Begin to identify how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	Classroom/LEA/ISD and State
R.NT.06.02 Analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action).	R.NT.06.EG02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Classroom/LEA/ISD and State
R.NT.06.03 Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.	R.NT.06.EG03 Identify and describe characters' thoughts and motivations, story level themes, main idea, and lesson/moral (e.g., fable) in narrative text.	Classroom/LEA/ISD and State
R.NT.06.04 Analyze how authors use dialogue, imagery, and understatement to develop plot.	R.NT.06.EG04 Identify authors' purposes, and begin to explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal character traits.	Classroom/LEA/ISD and State

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INFORMATIONAL TEXT		
R.IT.06.01 Analyze elements and style of informational genre (e.g., research report, how-to-articles, essays).	R.IT.06.EG01 Identify and describe a variety of informational/functional genre, such as —textbooks —encyclopedias —magazines.	Classroom/LEA/ISD and State
R.IT.06.02 Analyze organizational patterns.	R.IT.06.EG02 Identify informational text patterns, such as —problem/solution —sequential —compare/contrast —descriptive.	Classroom/LEA/ISD and State
R.IT.06.03 Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices).	R.IT.06.EG03 Identify authors' purposes and explain how authors use text features, (e.g., titles, headings and subheadings, time lines, prefaces, indices, and table of content) to enhance understanding of informational and functional text.	Classroom/LEA/ISD and State

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COMPREHENSION		
R.CM.06.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.	R.CM.06.EG01 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	Classroom/LEA/ISD and State
R.CM.06.02 Read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text.	R.CM.06.EG02 Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional texts.	Classroom/LEA/ISD and State
R.CM.06.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding.	R.CM.06.EG03 Begin to compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding, such as —a narrative to an informational text —a literature selection to a subject area text —an historical event to a current event.	Classroom/LEA/ISD and State
R.CM.06.04 Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.	R.CM.06.EG04 Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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METACOGNITION		
R.MT.06.01 Independently self-monitor Comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	R.MT.06.EG01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, such as —predicting —constructing mental images —representing ideas in text —questioning, —rereading or listening again —inferring —summarizing.	Classroom/LEA/ISD
R.MT.06.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides).	R.MT.06.EG02 With assistance as needed, plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern).	Classroom/LEA/ISD
CRITICAL STANDARDS		
R.CS.06.01 Compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.	R.CS.06.EG01 Develop, discuss, and begin to apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Classroom/LEA/ISD

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READING ATTITUDE		
R.AT.06.01 Be enthusiastic about reading and do substantial reading on their own.	R.AT.06.EG01 Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
WRITING GENRES		
W.GN.06.01 Write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery.	W.GN.06.EG01 Write a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	Classroom/LEA/ISD and State
W.GN.06.02 Write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas.	W.GN.06.EG02 Write an informational piece that focuses on a functional activity using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
W.GN.06.03 Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.	W.GN.06.EG03 Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of electronic and print resources to gather and organize information.	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.06.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.06.EG01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Classroom/LEA/ISD and State
W.PR.06.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/ solution, and sequence).	W.PR.06.EG02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).	Classroom/LEA/ISD
W.PR.06.03 Review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics.	W.PR.06.EG03 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD
W.PR.06.04 Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example).	W.PR.06.EG04 Write several connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.06.05 Edit their writing using proofreaders' checklists both individually and in peer editing groups.	W.PR.06.EG05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Classroom/LEA/ISD

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PERSONAL STYLE		
W.PS.06.01 Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	W.PS.06.EG01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	Classroom/LEA/ISD and State
GRAMMAR AND USAGE		
W.GR.06.01 In the context of their writing, use style conventions (e.g., mla) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes.	W.GR.06.EG01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD and State
SPELLING		
W.SP.06.01 Spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing.	W.GR.06.EG01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD and State
HANDWRITING		
W.HW.06.01 Be legible in their compositions.	W.HW.06.EG01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD

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WRITING ATTITUDE		
W.AT.06.01 Be enthusiastic about writing.	W.AT.06.EG01 Be enthusiastic about writing and learning how to write.	Classroom/LEA/ISD
SPEAKING CONVENTIONS		
S.CN.06.01 Ask and respond to questions and remarks to engage the audience when presenting texts.	S.CN.06.EG01 Express time relationships using correct verb tenses.	Classroom/LEA/ISD
S.CN.06.02 Use rhyme, rhythm, cadence, and word play for effect when presenting.	S.CN.06.EG02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
S.CN.06.03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	S.CN.06.EG03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	Classroom/LEA/ISD

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SPOKEN DISCOURSE		
S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	S.DS.06.EG01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
S.DS.06.02 Discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme.	S.DS.06.EG02 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD and State
S.DS.06.03 Discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense).	S.DS.06.EG03 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s thoughts and motivation, setting, plot, story level theme).	Classroom/LEA/ISD and State
S.DS.06.04 Plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered.	S.DS.06.EG04 With assistance as needed, plan and deliver presentations using an effective informational organizational pattern, such as —descriptive —problem/solution —cause and effect) —supportive facts and —details reflecting a variety of resources.	Classroom/LEA/ISD

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LISTENING AND VIEWING CONVENTIONS		
L.CN.06.01 Respond to, evaluate, and analyze speeches and presentations delivered by peers.	L.CN.06.EG01 Respond to questions asked of them, providing an appropriate level of detail.	Classroom/LEA/ISD
L.CN.06.02 Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.	L.CN.06.EG02 Listen and interact appropriately and view knowledgeably.	Classroom/LEA/ISD
RESPONSE		
L.RP.06.01 Summarize, take notes on key points, and ask clarifying questions.	L.RP.06.EG01 Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD
L.RP.06.02 Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.06.EG02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
L.RP.06.03 Identify a speaker's affective communications expressed through tone, mood, and emotional cues.	L.RP.06.EG03 Retell what a speaker said, paraphrasing and explaining the gist or main idea; then extend by connecting and relating personal experiences.	Classroom/LEA/ISD and State
L.RP.06.04 Relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communication (e.g., eye contact, posture, gestures).	L.RP.06.EG04 Distinguish between a speaker's verbal and non-verbal communication strategies.	Classroom/LEA/ISD

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RESPONSE		
L.RP.06.05 Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.	L.RP.06.EG05 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Classroom/LEA/ISD and State
L.RP.06.06 Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.	L.RP.06.EG06 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Classroom/LEA/ISD
L.RP.06.07 Identify persuasive and propaganda techniques used in television, and identify false and misleading information.	L.RP.06.EG07 Begin to demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.	Classroom/LEA/ISD

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GRADE 7**

Grade 7 Grade Level Content Expectation (GLCE)	Grade 7 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
WORD STUDY		
R.WS.07.01 Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	R.WS.07.EG01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and recognize frequently encountered words in text even when those words are encountered out of context.	Classroom/LEA/ISD and State
R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication).	R.WS.07.EG02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Classroom/LEA/ISD and State
R.WS.07.03 Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).	R.WS.07.EG03 Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.	Classroom/LEA/ISD and State
R.WS.07.04 Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).	R.WS.07.EG04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.07.05 Apply strategies to construct meaning and identify unknown words.	R.WS.07.EG05 Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using —knowledge of language —sound/symbol/structural relationships —context.	Classroom/LEA/ISD and State
R.WS.07.06 Read fluently seventh grade level texts (increasingly demanding texts read with fluency as the year proceeds).	R.WS.07.EG06 Apply the following aspects of fluency —pauses and emphasis —punctuation cues —intonation —recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.	Classroom/LEA/ISD
R.WS.07.07 Use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures).	R.WS.07.EG07 Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	Classroom/LEA/ISD and State

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GRADE 7**

Grade 7 Grade Level Content Expectation (GLCE)	Grade 7 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/IS D and/or State
NARRATIVE TEXT		
R.NT.07.01 Identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences.	R.NT.07.EG01 Identify how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	Classroom/LEA/ISD and State
R.NT.07.02 Analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends).	R.NT.07.EG02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Classroom/LEA/ISD and State
R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.	R.NT.07.EG03 Identify and describe characters' thoughts and motivations, story level themes, main idea, and lesson/moral (e.g., fable) in narrative text.	Classroom/LEA/ISD and State
R.NT.07.04 Analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration).	R.NT.07.EG04 Identify authors' purposes, and explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal important character traits.	Classroom/LEA/ISD and State
INFORMATIONAL TEXT		
R.IT.07.01 Analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography).	R.IT.07.EG01 Identify and describe a variety of informational/functional genre (e.g., textbooks, encyclopedia, magazines).	Classroom/LEA/ISD and State
R.IT.07.02 Analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence).	R.IT.07.EG02 Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).	Classroom/LEA/ISD and State
R.IT.07.03 Explain how authors use writer's craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices).	R.IT.07.EG03 Identify authors' purposes, and explain how authors use text features (e.g., titles, headings and subheadings, time lines, prefaces, indices, and table of contents) to enhance understanding of informational and functional text.	Classroom/LEA/ISD and State

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GRADE 7**

Grade 7 Grade Level Content Expectation (GLCE)	Grade 7 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/IS D and/or State
COMPREHENSION		
R.CM.07.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.	R.CM.07.EG01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	Classroom/LEA/ISD and State
R.CM.07.02 Read, retell, and summarize grade level appropriate narrative and informational texts.	R.CM.07.EG02 Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD and State
R.CM.07.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding.	R.CM.07.EG03 Begin to compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	Classroom/LEA/ISD and State
R.CM.07.04 Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.	R.CM.07.EG04 Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State
METACOGNITION		
R.MT.07.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading, or listening again if uncertain about meaning, inferring, summarizing).	R.MT.07.EG01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, such as —predicting —constructing mental images —representing ideas in text —questioning —rereading or listening again —inferring —summarizing.	Classroom/LEA/ISD
R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., sqp3r, pattern guides).	R.MT.07.EG02 With assistance as needed, plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.	Classroom/LEA/ISD
Grade 7 Grade Level Content Expectation (GLCE)	Grade 7 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/IS D and/or State
CRITICAL STANDARDS		

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GRADE 7**

R.CS.07.01 Analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.	R.CS.07.EG01 Begin to develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.07.01 Be enthusiastic about reading and do substantial reading on their own.	R.AT.07.EG01 Be enthusiastic about reading for leisure and to gain information.	Classroom/LEA/ISD
WRITING GENRES		
W.GN.07.01 Write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	W.GN.07.EG01 Write a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	Classroom/LEA/ISD and State
W.GN.07.02 Write a research report (e.g., i-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features.	W.GN.07.EG02 Write an informational piece that focuses on a functional activity using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
W.GN.07.03 Formulate research questions using multiple resources, perspectives, and arguments/ counterarguments to develop a thesis statement that culminates in a presented, final project.	W.GN.07.EG03 Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of electronic and print resources to gather and organize information.	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.07.EG01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Classroom/LEA/ISD and State
W.PR.07.02 Apply a variety of pre-writing strategies for narrative (e.g., story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution, compare/contrast).	W.PR.07.EG02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).	Classroom/LEA/ISD
W.PR.07.03 Revise their writing to reflect different perspectives for multiple purposes.	W.PR.07.EG03 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD and State
W.PR.07.04 Select and use titles, leads, and endings to achieve a specific purpose for specific audiences. (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent).	W.PR.07.EG04 Write several connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.07.05 Edit their writing using proofreaders' checklists both individually and in peer editing groups.	W.PR.07.EG05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.07.01 Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	W.PS.07.EG01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	Classroom/LEA/ISD and State

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GRAMMAR AND USAGE		
W.GR.07.01 In the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns.	W.GR.07.EG01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD and State
SPELLING		
W.SP.07.01 Correctly spell the derivatives of bases and affixes in the context of their own writing.	W.SP.07.EG01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Classroom/LEA/ISD and State
HANDWRITING		
W.HW.07.01 Be legible in their compositions.	W.HW.07.EG01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.07.01 Be enthusiastic about writing.	W.AT.07.EG01 Be enthusiastic about writing.	Classroom/LEA/ISD

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SPEAKING CONVENTIONS		
S.CN.07.01 Use specialized language related to a topic and select words carefully to achieve precise meaning when presenting.	S.CN.07.EG01 Express time relationships using correct verb tenses.	Classroom/LEA/ISD
S.CN.07.02 Use slang, dialect, and colloquial language suitably to create interest and drama when presenting.	S.CN.07.EG02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
S.CN.07.03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	S.CN.07.EG03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	Classroom/LEA/ISD

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SPOKEN DISCOURSE		
S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles. Partnerships, or other conversation protocols).	S.DS.07.EG01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting in the cafeteria, at assemblies and sporting events, and in the classroom.	Classroom/LEA/ISD
S.DS.07.02 Discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.	S.DS.07.EG02 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD and State
S.DS.07.03 Discuss their written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, specific narrative actions such as gestures, movements, and expressions).	S.DS.07.EG03 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s thoughts and motivation, setting, plot, story level theme), and begin to explain why a particular story is worthwhile and how it is relevant to the storyteller or the audience.	Classroom/LEA/ISD and State
S.DS.07.04 Plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact), is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence), and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience.	S.DS.06.EG04 Plan and deliver presentations using an effective informational organizational pattern, such as —descriptive —problem/solution —cause and effect —supportive facts and —details reflecting a variety of resources.	Classroom/LEA/ISD

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LISTENING AND VIEWING CONVENTIONS		
L.CN.07.01 Distinguish facts from opinions and question their validity during speeches and presentations delivered by peers.	L.CN.07.EG01 Respond to questions asked of them, providing an appropriate level of detail.	Classroom/LEA/ISD
L.CN.07.02 Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.	L.CN.07.EG02 Listen and interact appropriately and view knowledgeably.	Classroom/LEA/ISD
RESPONSE		
L.RP.07.01 Identify, state, and react to a speaker's point of view and bias.	L.RP.07.EG01 Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD and State
L.RP.07.02 Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.07.EG02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
L.RP.07.03 Identify a speaker's attitude toward a subject.	L.RP.07.EG03 Retell what a speaker said, paraphrasing and explaining the gist or main idea; then extend by connecting and relating personal experiences.	Classroom/LEA/ISD
L.RP.07.04 Ask probing questions of speakers, focusing on claims and conclusions presented.	L.RP.07.EG04 With assistance as needed, ask probing questions of speakers, focusing on claims and conclusions presented.	Classroom/LEA/ISD
L.RP.07.05 Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.	L.RP.07.EG05 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Classroom/LEA/ISD and State
L.RP.07.06 Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.	L.RP.07.EG06 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Classroom/LEA/ISD
L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the techniques used achieved their intended effects.	L.RP.07.EG07 Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.	Classroom/LEA/ISD

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GRADE 8**

Grade 8 Grade Level Content Expectation (GLCE)	Grade 8 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD
WORD STUDY		
R.WS.08.01 Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	R.WS.08.EG01 Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	Classroom/LEA/ISD
R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication).	R.WS.08.EG02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Classroom/LEA/ISD
R.WS.08.03 Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).	R.WS.08.EG03 Read automatically by sight the 1000 Dolch first words and other frequently encountered vocabulary.	Classroom/LEA/ISD
R.WS.08.04 Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).	R.WS.08.EG04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Classroom/LEA/ISD
R.WS.08.05 Apply strategies to construct meaning and identify unknown words.	R.WS.08.EG05 Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using —knowledge of language —sound/symbol/structural relationships —context.	Classroom/LEA/ISD

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GRADE 8**

Grade 8 Grade Level Content Expectation (GLCE)	Grade 8 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD
R.WS.08.06 Read fluently eighth grade level texts (increasingly demanding texts read with fluency as the year proceeds).	R.WS.08.EG06 Apply the following aspects of fluency —pauses and emphasis —punctuation cues —intonation and —recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.	Classroom/LEA/ISD
R.WS.08.07 Use strategies (e.g., prior knowledge, text features, structures) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms).	R.WS.08.EG07 Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	Classroom/LEA/ISD
NARRATIVE TEXT		
R.NT.08.01 Investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences.	R.NT.08.EG01 Identify how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	Classroom/LEA/ISD
R.NT.08.02 Analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction).	R.NT.08.EG02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Classroom/LEA/ISD
R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.	R.NT.08.EG03 Identify and describe characters' thoughts and motivations, story level themes, main idea, and lesson/moral (e.g., fable) in narrative text.	Classroom/LEA/ISD
R.NT.08.04 Analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters.	R.NT.08.EG04 Identify authors' purposes, and explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal important character traits across a variety of text.	Classroom/LEA/ISD

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INFORMATIONAL TEXT		
R.IT.08.01 Analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essays).	R.IT.08.EG01 Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	Classroom/LEA/ISD
R.IT.08.02 Analyze organizational patterns (e.g., theory, evidence, sequence).	R.IT.08.EG02 Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).	Classroom/LEA/ISD
R.IT.08.03 Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes).	R.IT.08.EG03 Identify authors' purposes, and explain how authors use text features (e.g., titles, headings and subheadings, time lines, prefaces, indices, and table of contents) to enhance understanding of informational and functional text.	Classroom/LEA/ISD
COMPREHENSION		
R.CM.08.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.	R.CM.08.EG01 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	Classroom/LEA/ISD
R.CM.08.02 Read, retell, and summarize grade level appropriate narrative and informational texts.	R.CM.08.EG02 Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD
R.CM.08.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding.	R.CM.08.EG03 Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	Classroom/LEA/ISD
R.CM.08.04 Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.	R.CM.08.EG04 Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD

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METACOGNITION		
R.MT.08.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).	R.MT.08.EG01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Classroom/LEA/ISD
R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.	R.MT.08.EG02 With assistance as needed, plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern).	Classroom/LEA/ISD
CRITICAL STANDARDS		
R.CS.08.01 Evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.	R.CS.08.EG01 With assistance as needed, develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.08.01 Be enthusiastic about reading and do substantial reading on their own.	R.AT.08.EG01 Be enthusiastic about reading for leisure and to gain information.	Classroom/LEA/ISD

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WRITING GENRES		
W.GN.08.01 Write a cohesive, narrative piece that includes appropriate conventions to the genre (e.g., historical fiction, science fiction, realistic fiction) and employ literary and plot devices (e.g., narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery).	W.GN.08.EG01 Write a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	Classroom/LEA/ISD
W.GN.08.02 Write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations.	W.GN.08.EG02 Write an informational piece that focuses on a functional activity (e.g., a report, letter, steps in a process) using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD
W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/counterarguments that culminate in a presented, final project.	W.GN.08.EG03 Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 8**

Grade 8 Grade Level Content Expectation (GLCE)	Grade 8 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD
WRITING PROCESS		
W.PR.08.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.08.EG01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Classroom/LEA/ISD
W.PR.08.02 Apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns).	W.PR.08.EG02 Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).	Classroom/LEA/ISD
W.PR.08.03 Experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance).	W.PR.08.EG03 Write several connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD
W.PR.08.04 Review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity.	W.PR.08.EG04 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD
W.PR.08.05 Edit their writing using proofreaders' checklists both individually and in peer editing group.	W.PR.08.EG05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.08.01 exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	W.PS.08.EG01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	Classroom/LEA/ISD

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GRAMMAR AND USAGE		
W.GR.08.01 In the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses.	W.GR.08.EG01 Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD
SPELLING		
W.SP.08.01 Use correct spelling conventions in the context of their own writing.	W.SP.08.EG01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Classroom/LEA/ISD
HANDWRITING		
W.HW.08.01 Be legible in their compositions.	W.HW.08.EG01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.08.01 Be enthusiastic about writing.	W.AT.08.EG01 Be enthusiastic about writing.	Classroom/LEA/ISD

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SPEAKING CONVENTIONS		
S.CN.08.01 Use enunciation and stress to emphasize key ideas and concepts when presenting.	S.CN.08.EG01 Express time relationships using correct verb tenses.	Classroom/LEA/ISD
S.CN.08.02 Use body language (e.g., gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting.	S.CN.08.EG02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
S.CN.08.03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	S.CN.08.EG03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
SPOKEN DISCOURSE		
S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships or other conversation protocols).	S.DS.08.EG01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting in the cafeteria, at assemblies and sporting events, and in the classroom.	Classroom/LEA/ISD
S.DS.08.02 Discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme.	S.DS.08.EG02 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD
SPEAKING CONVENTIONS		
Grade 8 Grade Level Content Expectation (GLCE)	Grade 8 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
S.DS.08.03 Discuss their written narratives (e.g., biographies and autobiographies) with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters).	S.DS.08.EG03 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	Classroom/LEA/ISD

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<p>S.DS.08.04 Plan (e.g., outline including introduction, points to be made, a summary, effective conclusion) and deliver an informational presentation that incorporates precise, interesting, vivid language in the active voice, is organized logically to convey the message, includes persuasive non-verbal techniques (e.g., voice modulation, expression, tone, appropriate pace), makes use of rhetorical strategies (e.g., supportive narratives, key information, vivid descriptions) to support the purpose of the presentation and to positively impact the intended audience.</p>	<p>S.DS.08.EG04 Plan and deliver presentations using an effective informational organizational pattern, such as —descriptive —problem/solution —cause and effect —supportive facts and —details reflecting a variety of resources.</p>	<p style="text-align: center;">Classroom/LEA/ISD</p>
LISTENING AND VIEWING CONVENTIONS		
<p>LCN.08.01 Listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support.</p>	<p>LCN.08.EG01 Respond to questions asked of them, providing an appropriate level of detail.</p>	<p style="text-align: center;">Classroom/LEA/ISD</p>
<p>LCN.08.02 Demonstrate the appropriate social skills of audience behavior and critically Examine the verbal and non-verbal strategies in the communication process.</p>	<p>LCN.08.EG02 Listen and interact appropriately and view knowledgeably.</p>	<p style="text-align: center;">Classroom/LEA/ISD</p>

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RESPONSE		
L.RP.08.01 React to a speaker’s intent and apply a speaker’s reasoning to other situations and topics.	L.RP.08.EG01 Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD
L.RP.08.02 Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.08.EG02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD
L.RP.08.03 Paraphrase a speaker’s main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation.	L.RP.08.EG03 Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.	Classroom/LEA/ISD
L.RP.08.04 Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.	L.RP.08.EG04 Distinguish between a speaker’s verbal and non-verbal communication strategies.	Classroom/LEA/ISD
L.RP.08.05 Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.	L.RP.08.EG05 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Classroom/LEA/ISD
L.RP.08.06 Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.	L.RP.08.EG06 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Classroom/LEA/ISD
L.RP.08.07 Interpret and analyze the various ways in which visual imagemakers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.	L.RP.08.EG07 Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.	Classroom/LEA/ISD

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GRADE 11**

Grade 11 High School Benchmark	Grade 11 Extended High School Benchmark	Level Assessed Classroom/LEA/ISD and/or State
WORD STUDY		
CS.01.HS.04 Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	R.WS.11.EB01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.	Classroom/LEA/ISD
CS.01.HS.04 Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	R.WS.11.EB02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	Classroom/LEA/ISD and State
CS.01.HS.02 Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.	R.WS.11.EB03 Recognize automatically frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Classroom/LEA/ISD and State
CS.01.HS.04 Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	R.WS.11.EB04 Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.	Classroom/LEA/ISD and State
CS.01.HS.03 Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.	R.WS.11.EB05 Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts, such as —engage actively in reading a variety of genre —self-monitor and correct in narrative, informational, and functional text —use a thesaurus.	Classroom/LEA/ISD and State
CS.01.HS.02 Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.	R.WS.11.EB06 Read with developing fluency a variety of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD
CS.03.HS.06 Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic resources.	R.WS.11.EB07 Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).	Classroom/LEA/ISD and State

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Grade 11 High School Benchmark	Grade 11 Extended High School Benchmark	Level Assessed Classroom/LEA/ISD and/or State
NARRATIVE TEXT		
CS.05.HS.02 Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.	R.NT.11.EB01 Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.	Classroom/LEA/ISD and State
CS.08.HS.02 Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.	R.NT.11.EB02 Identify and describe a variety of narrative genre, such as —poetry —myths/ legends —fantasy —adventure.	Classroom/LEA/ISD and State
CS.08.HS.02 Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.	R.NT.11.EB03 Analyze characters' thoughts and motivation through dialogue, various character roles and functions (e.g., hero, villain, narrator), point of view, and conflict/resolution.	Classroom/LEA/ISD and State
CS.08.HS.04 Identify and use aspects of the craft of the speakers, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetic, and persuasive techniques.	R.NT.11.EB04 Identify authors' purposes, and begin to explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.	Classroom/LEA/ISD and State

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INFORMATIONAL TEXT		
CS.08.HS.03 Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.	R.IT.11.EB01 Identify and explain the defining characteristics of informational genre, such as —autobiography/biography —personal essay —almanac —newspaper.	Classroom/LEA/ISD and State
CS.08.HS.03 Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.	R.IT.11.EB02 Identify and describe informational text patterns, such as —compare/contrast —position/support —problem/solution.	Classroom/LEA/ISD and State
CS.08.HS.05 Describe and use the characteristics of various oral, visual, and written texts (e.g., debate, drama, primary documents, and documentaries) and the textual aids they employ (e.g., prefaces, appendices, lighting effects, and microfiche headings) to convey meaning and inspire audiences.	R.IT.11.EB03 Identify authors' purposes, and begin to explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.	Classroom/LEA/ISD and State

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COMPREHENSION		
CS.10.HS.01 Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.	R.CM.11.EB01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	Classroom/LEA/ISD and State
CS.07.HS.01 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.	R.CM.11.EB02 Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD and State
CS.09.HS.02 Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.	R.CM.11.EB03 Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding, such as —categorize and classify —compare and contrast —draw parallels across time and culture.	Classroom/LEA/ISD and State
CS.09.HS.02 Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.	R.CM.11.EB04 Apply significant knowledge from what is read in grade level science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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METACOGNITION		
CS.07.HS.02 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations.	R.MT.11.EB01 Independently self-monitor comprehension when reading or listening to text, and with assistance as needed, use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussions, such as —predicting —constructing mental images —representing ideas in text —questioning, rereading, or listening again —inferring —summarizing.	Classroom/LEA/ISD
CS.03.HS.05 Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.	R.MT.11.EB02 Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	Classroom/LEA/ISD
CRITICAL STANDARDS		
CS.12.HS.02 Analyze and apply individual, shared, and academic standards in various contexts.	R.CS.11.EB01 With assistance as needed, develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	Classroom/LEA/ISD

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READING ATTITUDE		
CS.01.HS.01 Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.	R.AT.04.01 Be enthusiastic about reading for leisure, to gain information, and to help with decisions.	Classroom/LEA/ISD
CS.01.HS.02 Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.	R.AT.04.02 Do substantial reading and writing on their own.	Classroom/LEA/ISD
WRITING GENRES		
CS.02.HS.01 Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.	W.GN.11.EB01 Write a narrative piece (e.g., personal, realistic, or adventure story) creating relationships among setting, characters, theme, and plot.	Classroom/LEA/ISD and State
CS.02.HS.01 Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.	W.GN.11.EB02 Write an informational piece that focuses on a functional activity (e.g., a report, letter, opinion/reason) using —descriptive --compare/contrast --cause/effect —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State

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WRITING GENRES		
CS.02.HS.01 Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.	W.GN.11.EB03 Write a comparative piece to demonstrate understanding of central Ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	Classroom/LEA/ISD
CS.11.HS.01 Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis. CS.11.HS.02 Determine, evaluate, and use resources that are most appropriate and readily available for investigating a particular question or topic. CS.11.HS.03 Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem. CS.11.HS.04 Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.	W.GN.11.EB04 Use the writing process to produce and present a research project using a teacher-approved topic —finding and narrowing research questions —using a variety of electronic and print resources —taking notes —organizing relevant information to draw conclusions	Classroom/LEA/ISD
WRITING PROCESS		
CS.02.HS.02 Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts. Examples include experimentation with time, stream of consciousness, multiple perspectives, and use of complex grammatical conventions.	W.PR.11.EB01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Classroom/LEA/ISD and State
CS.07.HS.04 Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the relationship between form and meaning.	W.PR.11.EB02 Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	Classroom/LEA/ISD

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WRITING PROCESS		
CS.08.HS.01 Identify and use selectively mechanics that facilitate understanding.	W.PR.11.EB03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	Classroom/LEA/ISD
CS.02.HS.03 Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.	W.PR.11.EB04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, such as —rearranging paragraphs and/or sequence —relating main and supporting ideas —using comparative transitions.	Classroom/LEA/ISD
CS.02.HS.03 Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.	W.PR.11.EB05 Edit and proofread their writing using appropriate resources, such as —dictionary —spell check —grammar check —grammar references, writing references and —grade level appropriate checklists both individually and in groups.	Classroom/LEA/ISD
PERSONAL STYLE		
CS.06.HS.02 Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.	W.PS.11.EB01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	Classroom/LEA/ISD and State

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GRAMMAR AND USAGE		
CS.02.HS.04 Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.	W.GR.11.EB01 With assistance as needed, use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	Classroom/LEA/ISD and State
SPELLING		
CS.02.HS.04 Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.	W.SP.11.EB01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Classroom/LEA/ISD
HANDWRITING		
N/A	W.HW.11.EB01 Write neatly and legibly	Classroom/LEA/ISD
WRITING ATTITUDE		
CS.06.HS.04 Document and enhance a developing voice with authentic writings for different audiences and purposes. CS.12.HS.04 Create a collection of personal work based on individual, shared and academic standards, justifying judgments about the craft and significance of each selection.	W.AT.11.EB01 Be enthusiastic about writing.	Classroom/LEA/ISD

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SPEAKING CONVENTIONS		
CS.03.HS.07 Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence audiences. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.	S.CN.11.EB01 Express ideas using more complex ideas.	Classroom/LEA/ISD
CS.04.HS.05 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to	S.CN.11.EB02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as	Classroom/LEA/ISD

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particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.	<ul style="list-style-type: none"> —community-building —appreciation/ invitations —cross-curricular discussions. 	
CS.04.HS.05 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.	S.CN.11.EB03 Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English.)	Classroom/LEA/ISD
CS.04.HS.03 Explore and explain how the same words can have different usages and meanings in different contexts, cultures and communities.	S.CN.11.EB04 Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (they can provide examples of language differences in the United States).	Classroom/LEA/ISD

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SPOKEN DISCOURSE		
CS.10.HS.02 Function as literate individuals in varied contexts within their lives in and beyond the classroom.	S.DS.11.EB01 Engage in interactive, extended discourse to socially construct meaning, such as —book clubs —literature circles —partnerships or other conversation protocols).	Classroom/LEA/ISD
CS.08.HS.02 Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives.	S.DS.11.EB02 Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	Classroom/LEA/ISD
CS.03.HS.08 Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	S.DS.11.EB03 Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.	Classroom/LEA/ISD and State
CS.11.HS.04 Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.	S.DS.11.EB04 Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern, such as —descriptive —problem/solution —cause/effect —supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED BENCHMARKS
GRADE 11**

Grade 11 High School Benchmark	Grade 11 Extended High School Benchmark	Level Assessed Classroom/LEA/ISD and/or State
LISTENING AND VIEWING CONVENTIONS		
CS.03.HS.08 Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	LCN.11.EB01 Respond to questions asked of them, providing appropriate elaboration and details.	Classroom/LEA/ISD
CS.03.HS.04 Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).	LCN.11.EB02 Listen and interact appropriately and view knowledgeably in small and large group settings.	Classroom/LEA/ISD
CS.03.HS.04 Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).	LCN.11.EB03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Classroom/LEA/ISD
CS.03.HS.02 Consistently use strategies to regulate the effects of variables on the communication process.	LCN.11.EB04 Recognize and discuss the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	Classroom/LEA/ISD

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RESPONSE		
CS.03.HS.08 Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	L.RP.11.EB01 Listen to or view in a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD
CS.05.HS.01 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.11.EB02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
CS.03.HS.08 Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	L.RP.11.EB03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	Classroom/LEA/ISD and State
CS.03.HS.01 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.	L.RP.11.EB04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).	Classroom/LEA/ISD
CS.03.HS.05 Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.	L.RP.11.EB05 Summarize the major ideas and evidence presented in spoken messages and formal presentations.	Classroom/LEA/ISD