

English Language Extended Grade Level and High School Expectations

Functional Independence English Language

- **EGLAHSCE.LA.2.R.WS.02** - Word Study
 - **EGLAHSCE.LA.2.R.WS.02.EG01** - Begin to demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
 - **EGLAHSCE.LA.2.R.WS.02.EG02** - Begin to recognize that words are composed of sounds blended together and carry meaning.
 - **EGLAHSCE.LA.2.R.WS.02.EG03** - Begin to understand the alphabetic principle that sounds in words are expressed by the letters of the alphabet.
 - **EGLAHSCE.LA.2.R.WS.02.EG04** - Begin to narrow possibilities in predicting words using
 - **EGLAHSCE.LA.2.R.WS.02.EG04.1** - initial letters/sounds (phonics)
 - **EGLAHSCE.LA.2.R.WS.02.EG04.2** - picture clues (semantic)
 - **EGLAHSCE.LA.2.R.WS.02.EG04.3** - patterns of language (syntactic).
 - **EGLAHSCE.LA.2.R.WS.02.EG05** - Begin to recognize automatically a small number of frequently encountered, personally meaningful words in print.
 - **EGLAHSCE.LA.2.R.WS.02.EG06** - Begin to recognize words in the environment, such as
 - **EGLAHSCE.LA.2.R.WS.02.EG06.1** - exit signs
 - **EGLAHSCE.LA.2.R.WS.02.EG06.2** - names on buses
 - **EGLAHSCE.LA.2.R.WS.02.EG06.3** - the school
 - **EGLAHSCE.LA.2.R.WS.02.EG06.4** - and begin to recognize automatically a few of the 220 Dolch basic sight vocabulary.
 - **EGLAHSCE.LA.2.R.WS.02.EG07** - Begin to recognize a few of the 1000 Dolch first words.
 - **EGLAHSCE.LA.2.R.WS.02.EG08** - Using context clues (including pictures), strategies, and resources, begin to understand the meaning of a few words and familiar and repeated phrases, such as
 - **EGLAHSCE.LA.2.R.WS.02.EG08.1** - objects
 - **EGLAHSCE.LA.2.R.WS.02.EG08.2** - actions
 - **EGLAHSCE.LA.2.R.WS.02.EG08.3** - concepts.
 - **EGLAHSCE.LA.2.R.WS.02.EG09** - Begin to internalize previously learned word study skills and strategies.
 - **EGLAHSCE.LA.2.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.
 - **EGLAHSCE.LA.2.R.WS.02.EG11** - Know the meanings of a few words encountered frequently in grades K-1 reading and oral language contexts.
 - **EGLAHSCE.LA.2.R.WS.02.EG12** - Begin to use strategies to identify unknown words and construct meaning
 - **EGLAHSCE.LA.2.R.WS.02.EG12.1** - letter-sound cues
 - **EGLAHSCE.LA.2.R.WS.02.EG12.2** - semantic context cues (including pictures)
 - **EGLAHSCE.LA.2.R.WS.02.EG12.3** - syntactic cues.

- **EGLAHSCE.LA.2.R.WS.02.EG13** - Use picture clues, prediction, and help from other people to recognize words.
- **EGLAHSCE.LA.2.R.FL.02** - Fluency
- **EGLAHSCE.LA.2.R.FL.02.EG01** - Begin to understand that reading aloud includes using intonation, pauses, and emphasis.
- **EGLAHSCE.LA.2.R.FL.02.EG02** - Begin to become familiar with punctuation cues (periods and question marks).
- **EGLAHSCE.LA.2.R.FL.02.EG03** - Begin to apply the following aspects of fluency
 - **EGLAHSCE.LA.2.R.FL.02.EG03.1** - automatic naming of letters
 - **EGLAHSCE.LA.2.R.FL.02.EG03.2** - automatic association of letters and their sounds
 - **EGLAHSCE.LA.2.R.FL.02.EG03.3** - automatic recognition of a few words both when encountered in context and isolation and
 - **EGLAHSCE.LA.2.R.FL.02.EG03.4** - automatic understanding of concepts of print.
- **EGLAHSCE.LA.2.R.FL.02.EG04** - Begin to recognize identified grades K-1 high frequency words and sight words.
- **EGLAHSCE.LA.2.R.NT.02** - Narrative Text
- **EGLAHSCE.LA.2.R.NT.02.EG01** - Begin to become familiar with classic and contemporary literature
 - **EGLAHSCE.LA.2.R.NT.02.EG01.1** - recognized for quality and literary merit
 - **EGLAHSCE.LA.2.R.NT.02.EG01.2** - reflecting our common heritage as well as cultures from around the world.
- **EGLAHSCE.LA.2.R.NT.02.EG02** - Begin to become familiar with a variety of narrative genre including
 - **EGLAHSCE.LA.2.R.NT.02.EG02.1** - stories
 - **EGLAHSCE.LA.2.R.NT.02.EG02.2** - nursery rhymes
 - **EGLAHSCE.LA.2.R.NT.02.EG02.3** - poetry
 - **EGLAHSCE.LA.2.R.NT.02.EG02.4** - songs.
- **EGLAHSCE.LA.2.R.NT.02.EG03** - Begin to identify simple story elements in narrative text, such as
 - **EGLAHSCE.LA.2.R.NT.02.EG03.1** - problem
 - **EGLAHSCE.LA.2.R.NT.02.EG03.2** - setting (time and place)
 - **EGLAHSCE.LA.2.R.NT.02.EG03.3** - events
 - **EGLAHSCE.LA.2.R.NT.02.EG03.4** - characters
 - **EGLAHSCE.LA.2.R.NT.02.EG03.5** - sense of story events (beginning, middle, and end).
- **EGLAHSCE.LA.2.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.
- **EGLAHSCE.LA.2.R.NT.02.EG05** - Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
- **EGLAHSCE.LA.2.R.IT.02** - Informational Text
- **EGLAHSCE.LA.2.R.IT.02.EG01** - Begin to identify a variety of informational genre
 - **EGLAHSCE.LA.2.R.IT.02.EG01.1** - environmental text
 - **EGLAHSCE.LA.2.R.IT.02.EG01.2** - concept books
 - **EGLAHSCE.LA.2.R.IT.02.EG01.3** - picture books.
- **EGLAHSCE.LA.2.R.IT.02.EG02** - Begin to identify informational text patterns

- **EGLAHSCE.LA.2.R.IT.02.EG02.1** - descriptive
- **EGLAHSCE.LA.2.R.IT.02.EG02.2** - sequential (directions, steps).
- **EGLAHSCE.LA.2.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
 - **EGLAHSCE.LA.2.R.IT.02.EG03.1** - descriptive and
 - **EGLAHSCE.LA.2.R.IT.02.EG03.2** - sequential organizational patterns.
- **EGLAHSCE.LA.2.R.IT.02.EG04** - Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
- **EGLAHSCE.LA.2.R.CM.02** - Comprehension
 - **EGLAHSCE.LA.2.R.CM.02.EG01** - Activate prior knowledge.
 - **EGLAHSCE.LA.2.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.
 - **EGLAHSCE.LA.2.R.CM.02.EG03** - Begin to identify and/or retell events, main ideas, and important details from text.
 - **EGLAHSCE.LA.2.R.CM.02.EG04** - Begin to make text-to-self and text-to-text connections and comparisons, such as
 - **EGLAHSCE.LA.2.R.CM.02.EG04.1** - personal experience to problem or characters in narrative text;
 - **EGLAHSCE.LA.2.R.CM.02.EG04.2** - comparison of two narrative texts (e.g., Cinderella stories); and
 - **EGLAHSCE.LA.2.R.CM.02.EG04.3** - comparison of narrative to informational text.
 - **EGLAHSCE.LA.2.R.CM.02.EG05** - Begin to identify relationships among characters, events, and key ideas within text to create a deeper understanding.
 - **EGLAHSCE.LA.2.R.CM.02.EG06** - Begin to map story elements within a text.
 - **EGLAHSCE.LA.2.R.CM.02.EG07** - Begin to graphically represent key ideas and details within a text.
 - **EGLAHSCE.LA.2.R.CM.02.EG08** - Begin to ask questions as they read.
 - **EGLAHSCE.LA.2.R.CM.02.EG09** - Begin to apply what has been read to them from grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.2.R.MT.02** - Metacognition
 - **EGLAHSCE.LA.2.R.MT.02.EG01** - Begin to self-monitor comprehension when reading familiar grade level appropriate text.
 - **EGLAHSCE.LA.2.R.MT.02.EG02** - Begin to recognize when meaning is breaking down.
 - **EGLAHSCE.LA.2.R.MT.02.EG03** - Begin to use simple strategies to construct meaning while reading familiar grade level text.
 - **EGLAHSCE.LA.2.R.MT.02.EG04** - Begin to make credible predictions.
 - **EGLAHSCE.LA.2.R.MT.02.EG05** - Begin to construct mental images representing ideas in text.
 - **EGLAHSCE.LA.2.R.MT.02.EG06** - Begin to ask questions before, during, after reading.
 - **EGLAHSCE.LA.2.R.MT.02.EG07** - Begin to re-read or listen again if uncertain about meaning.
 - **EGLAHSCE.LA.2.R.MT.02.EG08** - Begin to make inferences.

- **EGLAHSCE.LA.2.R.MT.02.EG09** - Begin to summarize.
- **EGLAHSCE.LA.2.R.MT.02.EG10** - Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
- **EGLAHSCE.LA.2.R.MT.02.EG11** - Begin to use context as a basis for predicting meaning of unfamiliar words.
- **EGLAHSCE.LA.2.R.MT.02.EG12** - Begin to use Venn diagrams to compare and contrast.
- **EGLAHSCE.LA.2.R.MT.02.EG13** - Use lists to indicate a sequence of ideas.
- **EGLAHSCE.LA.2.R.MT.02.EG14** - With assistance as needed, begin to discuss which comprehension strategies worked and did not work.
- **EGLAHSCE.LA.2.R.MT.02.EG15** - Begin to become familiar with resources used in researching topics.
- **EGLAHSCE.LA.2.R.CS.02** - Critical Standards
 - **EGLAHSCE.LA.2.R.CS.02.EG01** - With assistance as needed, begin to develop and discuss shared standards for evaluating quality of work.
 - **EGLAHSCE.LA.2.R.CS.02.EG02** - With assistance as needed, begin to recognize how to evaluate personal work and the work of others.
- **EGLAHSCE.LA.2.R.AT.02** - Reading Attitude
 - **EGLAHSCE.LA.2.R.AT.02.EG01** - Become enthusiastic about reading and learning how to read.
 - **EGLAHSCE.LA.2.R.AT.02.EG02** - With assistance as needed, choose books, book activities, word play, and writing during free time in school and at home.
- **EGLAHSCE.LA.2.W.GN.02** - Writing Genres
 - **EGLAHSCE.LA.2.W.GN.02.EG01** - Begin to write brief personal narratives using
 - **EGLAHSCE.LA.2.W.GN.02.EG01.1** - pictures
 - **EGLAHSCE.LA.2.W.GN.02.EG01.2** - words, word-like clusters, and/or sentences as support.
 - **EGLAHSCE.LA.2.W.GN.02.EG02** - With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.
 - **EGLAHSCE.LA.2.W.GN.02.EG03** - Begin to write brief informational pieces (a page for a class book) using
 - **EGLAHSCE.LA.2.W.GN.02.EG03.1** - pictures
 - **EGLAHSCE.LA.2.W.GN.02.EG03.2** - words, word-like clusters, and/or sentences.
 - **EGLAHSCE.LA.2.W.GN.02.EG04** - Begin to develop questions related to a teacher-selected topic.
 - **EGLAHSCE.LA.2.W.GN.02.EG05** - With as assistance as needed, contribute to a class project by adding relevant information to a class book including
 - **EGLAHSCE.LA.2.W.GN.02.EG05.1** - gathering information from teacher-supplied texts
 - **EGLAHSCE.LA.2.W.GN.02.EG05.2** - beginning to use the writing process to develop the project.
- **EGLAHSCE.LA.2.W.PR.02** - Writing Process
 - **EGLAHSCE.LA.2.W.PR.02.EG01** - With assistance as needed, consider audience and purpose for writing.
 - **EGLAHSCE.LA.2.W.PR.02.EG02** - Begin to become familiar with styles and patterns of writing used by favorite authors.

- **EGLAHSCE.LA.2.W.PR.02.EG03** - Begin to understand that writing requires a plan that may include graphic organizers that represent a specific organizational pattern
 - **EGLAHSCE.LA.2.W.PR.02.EG03.1** - sequence
 - **EGLAHSCE.LA.2.W.PR.02.EG03.2** - description.
- **EGLAHSCE.LA.2.W.PR.02.EG04** - Begin to write complete sentences that express a main idea and some details.
- **EGLAHSCE.LA.2.W.PR.02.EG05** - Begin to write in first person.
- **EGLAHSCE.LA.2.W.PR.02.EG06** - Begin to focus on one story idea.
- **EGLAHSCE.LA.2.W.PR.02.EG07** - Begin to use a sequenced organizational pattern with
 - **EGLAHSCE.LA.2.W.PR.02.EG07.1** - some grade level appropriate grammar
 - **EGLAHSCE.LA.2.W.PR.02.EG07.2** - temporary spellings that reflect a close approximation of the sequence of sounds in the word.
- **EGLAHSCE.LA.2.W.PR.02.EG08** - Begin to respond orally to the writing of others.
- **EGLAHSCE.LA.2.W.PR.02.EG09** - Begin to identify sections of their own text that need to be revised using
 - **EGLAHSCE.LA.2.W.PR.02.EG09.1** - additions
 - **EGLAHSCE.LA.2.W.PR.02.EG09.2** - deletions.
- **EGLAHSCE.LA.2.W.PR.02.EG10** - Begin to become familiar with revision strategies to make changes in content and form to suit intended purpose and audience.
- **EGLAHSCE.LA.2.W.PR.02.EG11** - Utilize grade appropriate resources including
 - **EGLAHSCE.LA.2.W.PR.02.EG11.1** - a word wall
 - **EGLAHSCE.LA.2.W.PR.02.EG11.2** - a class-developed checklist.
- **EGLAHSCE.LA.2.W.PS.02** - Personal Style
 - **EGLAHSCE.LA.2.W.PS.02.EG01** - Begin to show originality in oral, written, and visual messages including
 - **EGLAHSCE.LA.2.W.PS.02.EG01.1** - narrative (natural language, expressed sentiment, original ideas)
 - **EGLAHSCE.LA.2.W.PS.02.EG01.2** - informational (listing, naming, describing).
- **EGLAHSCE.LA.2.W.GR.02** - Grammar and Usage
 - **EGLAHSCE.LA.2.W.GR.02.EG01** - Begin to form complete simple sentences beginning with a capital letter and ending with a period.
- **EGLAHSCE.LA.2.W.SP.02** - Spelling
 - **EGLAHSCE.LA.2.W.SP.02.EG01** - Begin to spell a small number (about 18) of frequently encountered and personally meaningful words correctly.
- **EGLAHSCE.LA.2.W.HW.02** - Handwriting
 - **EGLAHSCE.LA.2.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.
- **EGLAHSCE.LA.2.W.AT.02** - Writing Attitude
 - **EGLAHSCE.LA.2.W.AT.02.EG01** - Be enthusiastic about writing and learning to write.
- **EGLAHSCE.LA.2.S.CN.02** - Speaking Conventions

- **EGLAHSCE.LA.2.S.CN.02.EG01** - Begin to use singular and plural nouns and simple conjunctions (and, but, or, etc.).
- **EGLAHSCE.LA.2.S.CN.02.EG02** - Begin to use nominative and objective case pronouns.
- **EGLAHSCE.LA.2.S.CN.02.EG03** - Begin to use common grammatical structures, such as
 - **EGLAHSCE.LA.2.S.CN.02.EG03.1** - subject/verb agreement
 - **EGLAHSCE.LA.2.S.CN.02.EG03.2** - pronoun/noun agreement.
- **EGLAHSCE.LA.2.S.CN.02.EG04** - Begin to explore language to communicate with a variety of audiences and for different purposes
 - **EGLAHSCE.LA.2.S.CN.02.EG04.1** - questions and answers
 - **EGLAHSCE.LA.2.S.CN.02.EG04.2** - courtesies.
- **EGLAHSCE.LA.2.S.CN.02.EG05** - When speaking, begin to
 - **EGLAHSCE.LA.2.S.CN.02.EG05.1** - speak clearly and audibly
 - **EGLAHSCE.LA.2.S.CN.02.EG05.2** - use sound effects.
- **EGLAHSCE.LA.2.S.CN.02.EG06** - Begin to make presentations (e.g., Show and Tell) 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).
- **EGLAHSCE.LA.2.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.).
- **EGLAHSCE.LA.2.S.DS.02** - Spoken Discourse
 - **EGLAHSCE.LA.2.S.DS.02.EG01** - Begin to engage in conversation while remaining focused on subject matter.
 - **EGLAHSCE.LA.2.S.DS.02.EG02** - Begin to briefly tell/retell about
 - **EGLAHSCE.LA.2.S.DS.02.EG02.1** - familiar experiences (including at least characters, setting, and events)
 - **EGLAHSCE.LA.2.S.DS.02.EG02.2** - interests (including at least topic and key details).
 - **EGLAHSCE.LA.2.S.DS.02.EG03** - Begin to respond to multiple text types by reflecting, expressing meaning, and making connections.
 - **EGLAHSCE.LA.2.S.DS.02.EG04** - With assistance as needed, begin to plan and deliver presentations
 - **EGLAHSCE.LA.2.S.DS.02.EG04.1** - providing some details to make a point
 - **EGLAHSCE.LA.2.S.DS.02.EG04.2** - using props.
- **EGLAHSCE.LA.2.L.CN.02** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.2.L.CN.02.EG01** - Begin to understand and follow one- and two-step directions.
 - **EGLAHSCE.LA.2.L.CN.02.EG02** - Begin to ask appropriate questions during a presentation or report.
 - **EGLAHSCE.LA.2.L.CN.02.EG03** - Begin to differentiate between sender and receiver, such as recognizing that the viewer/listener receives messages, but can also send them.
 - **EGLAHSCE.LA.2.L.CN.02.EG04** - Begin to use effective listening and viewing behaviors.
 - **EGLAHSCE.LA.2.L.CN.02.EG05** - Listen to each other and begin to interact and respond appropriately
 - **EGLAHSCE.LA.2.L.CN.02.EG05.1** - through eye contact

- **EGLAHSCE.LA.2.L.CN.02.EG05.2** - and being attentive and supportive.
- **EGLAHSCE.LA.2.L.CN.02.EG06** - Become familiar with different kinds of messages experienced in broadcast and print media, e.g., newscasts, ads, headlines, etc.
- **EGLAHSCE.LA.2.L.CN.02.EG07** - Begin to understand fact and opinion.
- **EGLAHSCE.LA.2.L.RP.02** - Response
- **EGLAHSCE.LA.2.L.RP.02.EG01** - Listen to or view a variety of genres.
- **EGLAHSCE.LA.2.L.RP.02.EG02** - Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.
- **EGLAHSCE.LA.2.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. **EGLAHSCE.LA.3.R.WS.03** - Word Study
- **EGLAHSCE.LA.3.R.WS.03.EG01** - Use a variety of clues to recognize words, including
 - **EGLAHSCE.LA.3.R.WS.03.EG01.1** - pictures
 - **EGLAHSCE.LA.3.R.WS.03.EG01.2** - phonics
 - **EGLAHSCE.LA.3.R.WS.03.EG01.3** - syntax
 - **EGLAHSCE.LA.3.R.WS.03.EG01.4** - context
 - **EGLAHSCE.LA.3.R.WS.03.EG01.5** - prediction
 - **EGLAHSCE.LA.3.R.WS.03.EG01.6** - other people
 - **EGLAHSCE.LA.3.R.WS.03.EG01.7** - to recognize frequently encountered words in the environment and in text.
- **EGLAHSCE.LA.3.R.WS.03.EG02** - Narrow possibilities in predicting words using
 - **EGLAHSCE.LA.3.R.WS.03.EG02.1** - initial letters/sounds (phonics)
 - **EGLAHSCE.LA.3.R.WS.03.EG02.2** - picture clues (semantic)
 - **EGLAHSCE.LA.3.R.WS.03.EG02.3** - patterns of language (syntactic).
- **EGLAHSCE.LA.3.R.WS.03.EG03** - Know the meanings of words encountered frequently in grades K-1 reading and oral language contexts.
- **EGLAHSCE.LA.3.R.WS.03.EG04** - Recognize words in the environment, such as
 - **EGLAHSCE.LA.3.R.WS.03.EG04.1** - exit signs
 - **EGLAHSCE.LA.3.R.WS.03.EG04.2** - names on buses
 - **EGLAHSCE.LA.3.R.WS.03.EG04.3** - the school
 - **EGLAHSCE.LA.3.R.WS.03.EG04.4** - and begin to recognize a few of the 220 Dolch basic sight vocabulary automatically.
- **EGLAHSCE.LA.3.R.WS.03.EG05** - Recognize automatically a few of the 1000 Dolch first words, as well as frequently encountered, personally meaningful words.
- **EGLAHSCE.LA.3.R.WS.03.EG06** - Use strategies to identify unknown words and construct meaning
 - **EGLAHSCE.LA.3.R.WS.03.EG06.1** - letter-sound cues
 - **EGLAHSCE.LA.3.R.WS.03.EG06.2** - semantic context cues (including pictures)
 - **EGLAHSCE.LA.3.R.WS.03.EG06.3** - syntactic cues.

- **EGLAHSCE.LA.3.R.WS.03.EG07** - Apply the following aspects of fluency
 - **EGLAHSCE.LA.3.R.WS.03.EG07.1** - automatic naming of letters
 - **EGLAHSCE.LA.3.R.WS.03.EG07.2** - automatic association of letters and their sounds
 - **EGLAHSCE.LA.3.R.WS.03.EG07.3** - automatic recognition of a few words both when encountered in context and isolation
 - **EGLAHSCE.LA.3.R.WS.03.EG07.4** - automatic understanding of concepts of print.
- **EGLAHSCE.LA.3.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
 - **EGLAHSCE.LA.3.R.WS.03.EG08.1** - objects
 - **EGLAHSCE.LA.3.R.WS.03.EG08.2** - actions
 - **EGLAHSCE.LA.3.R.WS.03.EG08.3** - concepts.
- **EGLAHSCE.LA.3.R.NT.03** - Narrative Text
 - **EGLAHSCE.LA.3.R.NT.03.EG01** - Become familiar with and respond thoughtfully to quality and culturally diverse literature.
 - **EGLAHSCE.LA.3.R.NT.03.EG02** - Identify simple story elements, such as
 - **EGLAHSCE.LA.3.R.NT.03.EG02.1** - problem
 - **EGLAHSCE.LA.3.R.NT.03.EG02.2** - setting (time and place)
 - **EGLAHSCE.LA.3.R.NT.03.EG02.3** - events
 - **EGLAHSCE.LA.3.R.NT.03.EG02.4** - characters
 - **EGLAHSCE.LA.3.R.NT.03.EG02.5** - sense of story events (beginning, middle, and end)
 - **EGLAHSCE.LA.3.R.NT.03.EG02.6** - theme/lesson.
 - **EGLAHSCE.LA.3.R.NT.03.EG03** - Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
 - **EGLAHSCE.LA.3.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.
- **EGLAHSCE.LA.3.R.IT.03** - Informational Text
 - **EGLAHSCE.LA.3.R.IT.03.EG01** - Identify a variety of informational/functional genre, such as
 - **EGLAHSCE.LA.3.R.IT.03.EG01.1** - environmental text
 - **EGLAHSCE.LA.3.R.IT.03.EG01.2** - concept books
 - **EGLAHSCE.LA.3.R.IT.03.EG01.3** - picture books.
 - **EGLAHSCE.LA.3.R.IT.03.EG02** - Identify informational text patterns
 - **EGLAHSCE.LA.3.R.IT.03.EG02.1** - sequential
 - **EGLAHSCE.LA.3.R.IT.03.EG02.2** - descriptive.
 - **EGLAHSCE.LA.3.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
 - **EGLAHSCE.LA.3.R.IT.03.EG03.1** - descriptive (definitions, enumeration) and

- **EGLAHSCE.LA.3.R.IT.03.EG03.2** - sequential (directions, steps, procedures) organizational patterns.
- **EGLAHSCE.LA.3.R.CM.03** - Comprehension
 - **EGLAHSCE.LA.3.R.CM.03.EG01** - Connect personal knowledge and experience to ideas in texts in order to make predictions and draw conclusions.
 - **EGLAHSCE.LA.3.R.CM.03.EG02** - Identify and/or retell events, main ideas, and important details from text.
 - **EGLAHSCE.LA.3.R.CM.03.EG03** - Make text-to-self and text-to-text connections and comparisons, such as
 - **EGLAHSCE.LA.3.R.CM.03.EG03.1** - personal experience to problem or characters in narrative text;
 - **EGLAHSCE.LA.3.R.CM.03.EG03.2** - comparison of two narrative texts (e.g., Cinderella stories); and
 - **EGLAHSCE.LA.3.R.CM.03.EG03.3** - comparison of narrative to informational text.
 - **EGLAHSCE.LA.3.R.CM.03.EG04** - Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.3.R.MT.03** - Metacognition
 - **EGLAHSCE.LA.3.R.MT.03.EG01** - Self-monitor comprehension when reading familiar grade level appropriate text.
 - **EGLAHSCE.LA.3.R.MT.03.EG02** - Use simple strategies to construct meaning while reading familiar grade level text, such as making credible predictions based on illustrations.
- **EGLAHSCE.LA.3.R.CS.03** - Critical Standards
 - **EGLAHSCE.LA.3.R.CS.03.EG01** - With assistance as needed, begin to recognize how to assess personal work and the work of others.
- **EGLAHSCE.LA.3.R.AT.03** - Reading Attitude
 - **EGLAHSCE.LA.3.R.AT.03.EG01** - Become enthusiastic about reading and learning how to read.
 - **EGLAHSCE.LA.3.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.
- **EGLAHSCE.LA.3.W.GN.03** - Writing Genres
 - **EGLAHSCE.LA.3.W.GN.03.EG01** - Write a brief personal narrative using
 - **EGLAHSCE.LA.3.W.GN.03.EG01.1** - pictures
 - **EGLAHSCE.LA.3.W.GN.03.EG01.2** - words, word-like clusters, and/or sentences as support.
 - **EGLAHSCE.LA.3.W.GN.03.EG02** - With assistance as needed, attempt to write poetry based on reading a wide variety of grade level appropriate published poetry.
 - **EGLAHSCE.LA.3.W.GN.03.EG03** - Write a brief informational piece using
 - **EGLAHSCE.LA.3.W.GN.03.EG03.1** - drawings
 - **EGLAHSCE.LA.3.W.GN.03.EG03.2** - words, word-like clusters, and/or sentences.
 - **EGLAHSCE.LA.3.W.GN.03.EG04** - With assistance as needed, contribute to a class research project by adding relevant information to a class book including
 - **EGLAHSCE.LA.3.W.GN.03.EG04.1** - gathering information from teacher-supplied texts (electronic and/or print)
 - **EGLAHSCE.LA.3.W.GN.03.EG04.2** - using the writing process to develop the project.
- **EGLAHSCE.LA.3.W.PR.03** - Writing Process

- **EGLAHSCE.LA.3.W.PR.03.EG01** - With assistance as needed, consider the audience reaction as they plan their writing.
- **EGLAHSCE.LA.3.W.PR.03.EG02** - Begin to brainstorm to generate and structure ideas for narrative, informational, and functional text, such as
 - **EGLAHSCE.LA.3.W.PR.03.EG02.1** - using a story map for narrative text and
 - **EGLAHSCE.LA.3.W.PR.03.EG02.2** - using a web or simple outline for informational and functional text.
- **EGLAHSCE.LA.3.W.PR.03.EG03** - Use semi-phonetic spelling to represent narrative, informational, and functional text when writing, and incorporate pictures and drawings.
- **EGLAHSCE.LA.3.W.PR.03.EG04** - Use lists and chronological organizational patterns in informational writing.
- **EGLAHSCE.LA.3.W.PR.03.EG05** - Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.
- **EGLAHSCE.LA.3.W.PR.03.EG06** - Attempt to edit their writing/picture by using grade appropriate resources including
 - **EGLAHSCE.LA.3.W.PR.03.EG06.1** - a word wall.
- **EGLAHSCE.LA.3.W.PS.03** - Personal Style
 - **EGLAHSCE.LA.3.W.PS.03.EG01** - Show originality in oral, written, and visual messages including
 - **EGLAHSCE.LA.3.W.PS.03.EG01.1** - narrative (natural language, expressed sentiment, original ideas)
 - **EGLAHSCE.LA.3.W.PS.03.EG01.2** - informational/functional (listing, naming, describing).
- **EGLAHSCE.LA.3.W.GR.03** - Grammar and Usage
 - **EGLAHSCE.LA.3.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.
- **EGLAHSCE.LA.3.W.SP.03** - Spelling
 - **EGLAHSCE.LA.3.W.SP.03.EG01** - Spell a small number of frequently encountered and personally meaningful words correctly; for other words, rely on
 - **EGLAHSCE.LA.3.W.SP.03.EG01.1** - structural cues (beginning and simpler ending sounds)
 - **EGLAHSCE.LA.3.W.SP.03.EG01.2** - environmental sources (word wall, word lists).
- **EGLAHSCE.LA.3.W.HW.03** - Handwriting
 - **EGLAHSCE.LA.3.W.HW.03.EG01** - Write upper and lower case manuscript letters legibly.
- **EGLAHSCE.LA.3.W.AT.03** - Writing Attitude
 - **EGLAHSCE.LA.3.W.AT.03.EG01** - Be enthusiastic about writing and learning how to write.
- **EGLAHSCE.LA.3.S.CN.03** - Speaking Conventions
 - **EGLAHSCE.LA.3.S.CN.03.EG01** - Begin to use grammatical structures, including
 - **EGLAHSCE.LA.3.S.CN.03.EG01.1** - singular and plural nouns
 - **EGLAHSCE.LA.3.S.CN.03.EG01.2** - contractions
 - **EGLAHSCE.LA.3.S.CN.03.EG01.3** - singular possessive pronouns (my/mine, his/hers, etc.)
 - **EGLAHSCE.LA.3.S.CN.03.EG01.4** - conjunctions
 - **EGLAHSCE.LA.3.S.CN.03.EG01.5** - inflected endings (-s, -es, -ing, etc.).
 - **EGLAHSCE.LA.3.S.CN.03.EG02** - Explore language to communicate with a variety of audiences and for different purposes, such as

- **EGLAHSCE.LA.3.S.CN.03.EG02.1** - questions and answers
- **EGLAHSCE.LA.3.S.CN.03.EG02.2** - courtesies.
- **EGLAHSCE.LA.3.S.CN.03.EG03** - In spoken informational and narrative presentations begin to
 - **EGLAHSCE.LA.3.S.CN.03.EG03.1** - speak clearly and audibly
 - **EGLAHSCE.LA.3.S.CN.03.EG03.2** - use sound effects.
- **EGLAHSCE.LA.3.S.CN.03.EG04** - Make presentations (e.g., Show and Tell) 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).
- **EGLAHSCE.LA.3.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).
- **EGLAHSCE.LA.3.S.DS.03** - Spoken Discourse
 - **EGLAHSCE.LA.3.S.DS.03.EG01** - Engage in conversation while remaining focused on subject matter.
 - **EGLAHSCE.LA.3.S.DS.03.EG02** - Briefly tell/retell about
 - **EGLAHSCE.LA.3.S.DS.03.EG02.1** - familiar experiences (including at least characters, setting, and events)
 - **EGLAHSCE.LA.3.S.DS.03.EG02.2** - interests (including at least topic and key details).
 - **EGLAHSCE.LA.3.S.DS.03.EG03** - Respond to multiple text types by reflecting, making meaning, and making connections.
 - **EGLAHSCE.LA.3.S.DS.03.EG04** - With assistance as needed, plan and deliver presentations
 - **EGLAHSCE.LA.3.S.DS.03.EG04.1** - providing several facts and details to make a point
 - **EGLAHSCE.LA.3.S.DS.03.EG04.2** - using props.
- **EGLAHSCE.LA.3.L.CN.03** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.3.L.CN.03.EG01** - Understand and follow one- and two-step directions, and begin to ask appropriate questions during a presentation or report.
 - **EGLAHSCE.LA.3.L.CN.03.EG02** - Listen to each other and interact and respond appropriately
 - **EGLAHSCE.LA.3.L.CN.03.EG02.1** - through eye contact
 - **EGLAHSCE.LA.3.L.CN.03.EG02.2** - and being attentive and supportive.
 - **EGLAHSCE.LA.3.L.CN.03.EG03** - Use effective listening and viewing behaviors in large and small group settings.
 - **EGLAHSCE.LA.3.L.CN.03.EG04** - Begin to differentiate between sender and receiver, such as recognizing that the viewer/listener receives messages, but can also send them.
- **EGLAHSCE.LA.3.L.RP.03** - Response
 - **EGLAHSCE.LA.3.L.RP.03.EG01** - Listen to or view and discuss a variety of genres.
 - **EGLAHSCE.LA.3.L.RP.03.EG02** - Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.
 - **EGLAHSCE.LA.3.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.
 - **EGLAHSCE.LA.3.L.RP.03.EG04** - Begin to combine skills to reveal strengthening literacy.

- **EGLAHSCE.LA.3.L.RP.03.EG05** - Begin to retell what a speaker said by repeating the main idea and connecting with personal experiences.
- **EGLAHSCE.LA.4.R.WS.04** - Word Study
 - **EGLAHSCE.LA.4.R.WS.04.EG01** - Use structural cues to recognize one-syllable words, blends, and consonant digraphs
 - **EGLAHSCE.LA.4.R.WS.04.EG01.1** - letter/sound
 - **EGLAHSCE.LA.4.R.WS.04.EG01.2** - onset and rimes
 - **EGLAHSCE.LA.4.R.WS.04.EG01.3** - whole word chunks
 - **EGLAHSCE.LA.4.R.WS.04.EG01.4** - word families
 - **EGLAHSCE.LA.4.R.WS.04.EG01.5** - digraphs th, ch, sh.
 - **EGLAHSCE.LA.4.R.WS.04.EG02** - Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.
 - **EGLAHSCE.LA.4.R.WS.04.EG03** - Recognize automatically grades K-2 high frequency words whether encountered in or out of context.
 - **EGLAHSCE.LA.4.R.WS.04.EG04** - Know the meaning of words encountered frequently in grade K-2 reading and oral language contexts.
 - **EGLAHSCE.LA.4.R.WS.04.EG05** - Use strategies to identify unknown words and construct meaning
 - **EGLAHSCE.LA.4.R.WS.04.EG05.1** - letter- and word-level cues (i.e., prefixes, suffixes, rimes) to recognize word
 - **EGLAHSCE.LA.4.R.WS.04.EG05.2** - semantic context cues (including pictures) and syntactic cues to check word recognition and select best meaning.
 - **EGLAHSCE.LA.4.R.WS.04.EG06** - Apply the following aspects of fluency
 - **EGLAHSCE.LA.4.R.WS.04.EG06.1** - automatically recognize identified grade 2 high frequency words whether encountered in or out of context
 - **EGLAHSCE.LA.4.R.WS.04.EG06.2** - read aloud using intonation, pauses and emphasis
 - **EGLAHSCE.LA.4.R.WS.04.EG06.3** - use punctuation cues (periods and questions marks)
 - **EGLAHSCE.LA.4.R.WS.04.EG06.4** - independently read aloud unfamiliar text.
 - **EGLAHSCE.LA.4.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).
- **EGLAHSCE.LA.4.R.NT.04** - Narrative Text
 - **EGLAHSCE.LA.4.R.NT.04.EG01** - Become familiar with and respond thoughtfully to quality and culturally diverse literature.
 - **EGLAHSCE.LA.4.R.NT.04.EG02** - Begin to identify and describe a variety of genre including
 - **EGLAHSCE.LA.4.R.NT.04.EG02.1** - realistic fiction
 - **EGLAHSCE.LA.4.R.NT.04.EG02.2** - fantasy
 - **EGLAHSCE.LA.4.R.NT.04.EG02.3** - folktales.
 - **EGLAHSCE.LA.4.R.NT.04.EG03** - Identify simple story elements, such as
 - **EGLAHSCE.LA.4.R.NT.04.EG03.1** - problem
 - **EGLAHSCE.LA.4.R.NT.04.EG03.2** - setting (time and place)

- **EGLAHSCE.LA.4.R.NT.04.EG03.3** - events
- **EGLAHSCE.LA.4.R.NT.04.EG03.4** - characters
- **EGLAHSCE.LA.4.R.NT.04.EG03.5** - sense of story events (beginning, middle, and end)
- **EGLAHSCE.LA.4.R.NT.04.EG03.6** - theme/lesson.
- **EGLAHSCE.LA.4.R.NT.04.EG04** - Identify authors' purposes, and explain how authors/ illustrators use
 - **EGLAHSCE.LA.4.R.NT.04.EG04.1** - illustrations to support story elements
 - **EGLAHSCE.LA.4.R.NT.04.EG04.2** - transitional words (e.g., before, after, now, finally) to indicate a sequence of events and a sense of story.
- **EGLAHSCE.LA.4.R.IT.04** - Informational Text
 - **EGLAHSCE.LA.4.R.IT.04.EG01** - Begin to identify and describe a variety of informational/functional genre including
 - **EGLAHSCE.LA.4.R.IT.04.EG01.1** - simple how-to books
 - **EGLAHSCE.LA.4.R.IT.04.EG01.2** - personal correspondence
 - **EGLAHSCE.LA.4.R.IT.04.EG01.3** - science and social studies magazines.
 - **EGLAHSCE.LA.4.R.IT.04.EG02** - Identify informational text patterns
 - **EGLAHSCE.LA.4.R.IT.04.EG02.1** - sequential
 - **EGLAHSCE.LA.4.R.IT.04.EG02.2** - descriptive
 - **EGLAHSCE.LA.4.R.IT.04.EG02.3** - enumerative.
 - **EGLAHSCE.LA.4.R.IT.04.EG03** - Identify authors' purposes, and explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas
 - **EGLAHSCE.LA.4.R.IT.04.EG03.1** - headings
 - **EGLAHSCE.LA.4.R.IT.04.EG03.2** - titles
 - **EGLAHSCE.LA.4.R.IT.04.EG03.3** - labeled photographs
 - **EGLAHSCE.LA.4.R.IT.04.EG03.4** - illustrations
 - **EGLAHSCE.LA.4.R.IT.04.EG03.5** - boldface type
 - **EGLAHSCE.LA.4.R.IT.04.EG03.6** - charts.
- **EGLAHSCE.LA.4.R.CM.04** - Comprehension
 - **EGLAHSCE.LA.4.R.CM.04.EG01** - Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions.
 - **EGLAHSCE.LA.4.R.CM.04.EG02** - Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional texts.
 - **EGLAHSCE.LA.4.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.
 - **EGLAHSCE.LA.4.R.CM.04.EG04** - Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.4.R.MT.04** - Metacognition
 - **EGLAHSCE.LA.4.R.MT.04.EG01** - With assistance as needed, begin to self-monitor comprehension when reading grade level appropriate text, such as

- **EGLAHSCE.LA.4.R.MT.04.EG01.1** - predicting,
- **EGLAHSCE.LA.4.R.MT.04.EG01.2** - questioning, and
- **EGLAHSCE.LA.4.R.MT.04.EG01.3** - visualizing.
- **EGLAHSCE.LA.4.R.MT.04.EG02** - Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, such as
 - **EGLAHSCE.LA.4.R.MT.04.EG02.1** - setting purpose for reading;
 - **EGLAHSCE.LA.4.R.MT.04.EG02.2** - using a story map or web; and
 - **EGLAHSCE.LA.4.R.MT.04.EG02.3** - using a simple editing checklist.
- **EGLAHSCE.LA.4.R.CS.04** - Critical Standards
 - **EGLAHSCE.LA.4.R.CS.04.EG01** - With assistance as needed, recognize how to assess personal work and the work of others with teacher supervision.
- **EGLAHSCE.LA.4.R.AT.04** - Reading Attitude
 - **EGLAHSCE.LA.4.R.AT.04.EG01** - Be enthusiastic about reading and learning how to read.
 - **EGLAHSCE.LA.4.R.AT.04.EG02** - With assistance as needed, do some reading and writing during free time in school and at home.
- **EGLAHSCE.LA.4.W.GN.04** - Writing Genres
 - **EGLAHSCE.LA.4.W.GN.04.EG01** - Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate
 - **EGLAHSCE.LA.4.W.GN.04.EG01.1** - sequence of events
 - **EGLAHSCE.LA.4.W.GN.04.EG01.2** - sense of story (beginning, middle, end)
 - **EGLAHSCE.LA.4.W.GN.04.EG01.3** - physical features of characters.
 - **EGLAHSCE.LA.4.W.GN.04.EG02** - With assistance as needed, begin to write simple poems patterned after grade level appropriate published poetry.
 - **EGLAHSCE.LA.4.W.GN.04.EG03** - Write an informational piece that addresses a focus question (e.g., What is a family?) using
 - **EGLAHSCE.LA.4.W.GN.04.EG03.1** - descriptive
 - **EGLAHSCE.LA.4.W.GN.04.EG03.2** - enumerative
 - **EGLAHSCE.LA.4.W.GN.04.EG03.3** - sequence patterns
 - **EGLAHSCE.LA.4.W.GN.04.EG03.4** - that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
 - **EGLAHSCE.LA.4.W.GN.04.EG04** - Contribute to a class research project by adding relevant information to a class book including
 - **EGLAHSCE.LA.4.W.GN.04.EG04.1** - gathering information from teacher-supplied materials, including electronic text and Internet
 - **EGLAHSCE.LA.4.W.GN.04.EG04.2** - using the writing process to develop the project.
- **EGLAHSCE.LA.4.W.PR.04** - Writing Process

- **EGLAHSCE.LA.4.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.
- **EGLAHSCE.LA.4.W.PR.04.EG02** - Begin to brainstorm to generate and structure ideas for narrative, informational, and functional texts.
- **EGLAHSCE.LA.4.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.
- **EGLAHSCE.LA.4.W.PR.04.EG04** - Read drafts of their work to clarify meaning and attempt some revision.
- **EGLAHSCE.LA.4.W.PR.04.EG05** - Edit their writing/picture by using grade appropriate resources including
 - **EGLAHSCE.LA.4.W.PR.04.EG05.1** - a word wall
 - **EGLAHSCE.LA.4.W.PR.04.EG05.2** - a class-developed checklist.
- **EGLAHSCE.LA.4.W.PS.04** - Personal Style
 - **EGLAHSCE.LA.4.W.PS.04.EG01** - Begin to show originality in oral, written, and visual messages including
 - **EGLAHSCE.LA.4.W.PS.04.EG01.1** - narrative (natural language, specific action, emotion)
 - **EGLAHSCE.LA.4.W.PS.04.EG01.2** - informational/functional (sequence, specific vocabulary, visual representation).
- **EGLAHSCE.LA.4.W.GR.04** - Grammar and Usage
 - **EGLAHSCE.LA.4.W.GR.04.EG01** - Use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.
- **EGLAHSCE.LA.4.W.SP.04** - Spelling
 - **EGLAHSCE.LA.4.W.SP.04.EG01** - In the context of writing, spell frequently encountered one-syllable words from common word families correctly; for other words, use
 - **EGLAHSCE.LA.4.W.SP.04.EG01.1** - structural cues (letter/sound, rimes)
 - **EGLAHSCE.LA.4.W.SP.04.EG01.2** - environmental sources (word walls, word lists).
- **EGLAHSCE.LA.4.W.HW.04** - Handwriting
 - **EGLAHSCE.LA.4.W.HW.04.EG01** - Write upper and lower case manuscript letters legibly.
- **EGLAHSCE.LA.4.W.AT.04** - Writing Attitude
 - **EGLAHSCE.LA.4.W.AT.04.EG01** - Be enthusiastic about writing and learning to write.
- **EGLAHSCE.LA.4.S.CN.04** - Speaking Conventions
 - **EGLAHSCE.LA.4.S.CN.04.EG01** - Use common grammatical structures subject/verb agreement, pronoun/noun agreement.
 - **EGLAHSCE.LA.4.S.CN.04.EG02** - Explore and use language to communicate with a variety of audiences and for different purposes
 - **EGLAHSCE.LA.4.S.CN.04.EG02.1** - requests
 - **EGLAHSCE.LA.4.S.CN.04.EG02.2** - problem-solve
 - **EGLAHSCE.LA.4.S.CN.04.EG02.3** - look for solutions
 - **EGLAHSCE.LA.4.S.CN.04.EG02.4** - construct relationships
 - **EGLAHSCE.LA.4.S.CN.04.EG02.5** - courtesies.

- **EGLAHSCE.LA.4.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).
- **EGLAHSCE.LA.4.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).
- **EGLAHSCE.LA.4.S.DS.04** - Spoken Discourse
 - **EGLAHSCE.LA.4.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.
 - **EGLAHSCE.LA.4.S.DS.04.EG02** - Tell/retell familiar stories (realistic fiction, fantasy, folktale) using
 - **EGLAHSCE.LA.4.S.DS.04.EG02.1** - a problem solution pattern
 - **EGLAHSCE.LA.4.S.DS.04.EG02.2** - appropriate story grammar
 - **EGLAHSCE.LA.4.S.DS.04.EG02.3** - proper sequence
 - **EGLAHSCE.LA.4.S.DS.04.EG02.4** - a prop
 - **EGLAHSCE.LA.4.S.DS.04.EG02.5** - while maintaining appropriate posture and eye contact.
 - **EGLAHSCE.LA.4.S.DS.04.EG03** - Respond to multiple text types by reflecting, making meaning, and making connections.
 - **EGLAHSCE.LA.4.S.DS.04.EG04** - With assistance as needed, plan and deliver presentations or reports using
 - **EGLAHSCE.LA.4.S.DS.04.EG04.1** - an informational organizational pattern (descriptive, enumerative, or sequential);
 - **EGLAHSCE.LA.4.S.DS.04.EG04.2** - appropriate text features (pictures or illustrations);
 - **EGLAHSCE.LA.4.S.DS.04.EG04.3** - an appropriate prop; and
 - **EGLAHSCE.LA.4.S.DS.04.EG04.4** - providing several facts and details to make their point while maintaining appropriate posture and eye contact.
- **EGLAHSCE.LA.4.L.CN.04** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.4.L.CN.04.EG01** - Give, restate, and follow two-step directions.
 - **EGLAHSCE.LA.4.L.CN.04.EG02** - Listen to the comments of a peer and respond on topic and add a connected idea
 - **EGLAHSCE.LA.4.L.CN.04.EG02.1** - eye contact
 - **EGLAHSCE.LA.4.L.CN.04.EG02.2** - attentive
 - **EGLAHSCE.LA.4.L.CN.04.EG02.3** - supportive.
 - **EGLAHSCE.LA.4.L.CN.04.EG03** - Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
 - **EGLAHSCE.LA.4.L.CN.04.EG04** - Experience messages from a variety of media and differentiate between sender, receiver, and message.
- **EGLAHSCE.LA.4.L.RP.04** - Response
 - **EGLAHSCE.LA.4.L.RP.04.EG01** - Listen to or view and discuss a variety of genres.

- **EGLAHSCE.LA.4.L.RP.04.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **EGLAHSCE.LA.4.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.
- **EGLAHSCE.LA.4.L.RP.04.EG04** - Combine skills to reveal strengthening literacy.
- **EGLAHSCE.LA.4.L.RP.04.EG05** - Retell what a speaker said by repeating the main idea and connecting with personal experiences.
- **EGLAHSCE.LA.5.R.WS.05** - Word Study
 - **EGLAHSCE.LA.5.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.
 - **EGLAHSCE.LA.5.R.WS.05.EG02** - Use syntactic and semantic cues.
 - **EGLAHSCE.LA.5.R.WS.05.EG02.1** - reading context, picture clues
 - **EGLAHSCE.LA.5.R.WS.05.EG02.2** - prefixes re-, un-
 - **EGLAHSCE.LA.5.R.WS.05.EG02.3** - suffixes -s, -ed, -ing
 - **EGLAHSCE.LA.5.R.WS.05.EG02.4** - to determine the meaning of words in grade level appropriate texts.
 - **EGLAHSCE.LA.5.R.WS.05.EG03** - Recognize automatically grades K-2 frequently encountered words in connected text and in isolation.
 - **EGLAHSCE.LA.5.R.WS.05.EG04** - Know the meaning of words encountered frequently in grades K-2 reading and oral language contexts.
 - **EGLAHSCE.LA.5.R.WS.05.EG05** - Use strategies to identify unknown words and construct meaning
 - **EGLAHSCE.LA.5.R.WS.05.EG05.1** - reread a sentence or paragraph when meaning is unclear
 - **EGLAHSCE.LA.5.R.WS.05.EG05.2** - use context as a basis for predicting meaning of unfamiliar words
 - **EGLAHSCE.LA.5.R.WS.05.EG05.3** - increase bank of known sight words
 - **EGLAHSCE.LA.5.R.WS.05.EG05.4** - use subvocalization to sound out unknown words.
 - **EGLAHSCE.LA.5.R.WS.05.EG06** - Independently read aloud unfamiliar text in grade level appropriate text.
 - **EGLAHSCE.LA.5.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.
- **EGLAHSCE.LA.5.R.NT.05** - Narrative Text
 - **EGLAHSCE.LA.5.R.NT.05.EG01** - Become familiar with and respond thoughtfully to quality and culturally diverse literature.
 - **EGLAHSCE.LA.5.R.NT.05.EG02** - Begin to identify and describe a variety of genre including
 - **EGLAHSCE.LA.5.R.NT.05.EG02.1** - poetry
 - **EGLAHSCE.LA.5.R.NT.05.EG02.2** - fantasy
 - **EGLAHSCE.LA.5.R.NT.05.EG02.3** - legends
 - **EGLAHSCE.LA.5.R.NT.05.EG02.4** - drama.
 - **EGLAHSCE.LA.5.R.NT.05.EG03** - Identify story elements, such as
 - **EGLAHSCE.LA.5.R.NT.05.EG03.1** - characters actions and motivations

- **EGLAHSCE.LA.5.R.NT.05.EG03.2** - setting (time and place)
- **EGLAHSCE.LA.5.R.NT.05.EG03.3** - problem/solution
- **EGLAHSCE.LA.5.R.NT.05.EG03.4** - sequence of events
- **EGLAHSCE.LA.5.R.NT.05.EG03.5** - theme/lesson.
- **EGLAHSCE.LA.5.R.NT.05.EG04** - Identify authors' purposes, and explain how authors/illustrators use literary devices
 - **EGLAHSCE.LA.5.R.NT.05.EG04.1** - illustrations to depict major story events
 - **EGLAHSCE.LA.5.R.NT.05.EG04.2** - title
 - **EGLAHSCE.LA.5.R.NT.05.EG04.3** - comparisons (metaphor/simile) to reveal characters' thoughts and actions.
- **EGLAHSCE.LA.5.R.IT.05** - Informational Text
 - **EGLAHSCE.LA.5.R.IT.05.EG01** - Identify and describe a variety of informational/functional genre including
 - **EGLAHSCE.LA.5.R.IT.05.EG01.1** - simple how-to books
 - **EGLAHSCE.LA.5.R.IT.05.EG01.2** - personal correspondence
 - **EGLAHSCE.LA.5.R.IT.05.EG01.3** - science and social studies magazines.
 - **EGLAHSCE.LA.5.R.IT.05.EG02** - Identify informational text patterns
 - **EGLAHSCE.LA.5.R.IT.05.EG02.1** - sequential
 - **EGLAHSCE.LA.5.R.IT.05.EG02.2** - descriptive
 - **EGLAHSCE.LA.5.R.IT.05.EG02.3** - enumerative.
 - **EGLAHSCE.LA.5.R.IT.05.EG03** - Identify authors' purposes and how authors/illustrators use text features to enhance the understanding of key and supporting ideas
 - **EGLAHSCE.LA.5.R.IT.05.EG03.1** - boldface type
 - **EGLAHSCE.LA.5.R.IT.05.EG03.2** - graphs
 - **EGLAHSCE.LA.5.R.IT.05.EG03.3** - maps
 - **EGLAHSCE.LA.5.R.IT.05.EG03.4** - diagrams
 - **EGLAHSCE.LA.5.R.IT.05.EG03.5** - charts.
- **EGLAHSCE.LA.5.R.CM.05** - Comprehension
 - **EGLAHSCE.LA.5.R.CM.05.EG01** - Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions.
 - **EGLAHSCE.LA.5.R.CM.05.EG02** - Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional text.
 - **EGLAHSCE.LA.5.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.
 - **EGLAHSCE.LA.5.R.CM.05.EG04** - Apply what has been read in grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.5.R.MT.05** - Metacognition
 - **EGLAHSCE.LA.5.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.,

- **EGLAHSCE.LA.5.R.MT.05.EG01.1** - predicting,
- **EGLAHSCE.LA.5.R.MT.05.EG01.2** - questioning, and
- **EGLAHSCE.LA.5.R.MT.05.EG01.3** - visualizing.
- **EGLAHSCE.LA.5.R.MT.05.EG02** - Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, e.g.,
 - **EGLAHSCE.LA.5.R.MT.05.EG02.1** - setting purpose for reading;
 - **EGLAHSCE.LA.5.R.MT.05.EG02.2** - using a story map or web; and
 - **EGLAHSCE.LA.5.R.MT.05.EG02.3** - using a simple editing checklist.
- **EGLAHSCE.LA.5.R.CS.05** - Critical Standards
 - **EGLAHSCE.LA.5.R.CS.05.EG01** - Recognize how to assess personal work and the work of others with teacher supervision, such as
 - **EGLAHSCE.LA.5.R.CS.05.EG01.1** - using a class-created editing rubric and
 - **EGLAHSCE.LA.5.R.CS.05.EG01.2** - identifying author's purpose.
- **EGLAHSCE.LA.5.R.AT.05** - Reading Attitude
 - **EGLAHSCE.LA.5.R.AT.05.EG01** - Be enthusiastic about reading and learning how to read.
 - **EGLAHSCE.LA.5.R.AT.05.EG02** - With assistance as needed, do some reading and writing during free time in school and at home.
- **EGLAHSCE.LA.5.W.GN.05** - Writing Genres
 - **EGLAHSCE.LA.5.W.GN.05.EG01** - Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate
 - **EGLAHSCE.LA.5.W.GN.05.EG01.1** - sequence of events
 - **EGLAHSCE.LA.5.W.GN.05.EG01.2** - sense of story (beginning, middle, end)
 - **EGLAHSCE.LA.5.W.GN.05.EG01.3** - physical features of characters.
 - **EGLAHSCE.LA.5.W.GN.05.EG02** - With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.
 - **EGLAHSCE.LA.5.W.GN.05.EG03** - Write an informational piece that addresses a focus question (e.g., What are three things you do every morning?) using
 - **EGLAHSCE.LA.5.W.GN.05.EG03.1** - descriptive
 - **EGLAHSCE.LA.5.W.GN.05.EG03.2** - enumerative
 - **EGLAHSCE.LA.5.W.GN.05.EG03.3** - sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
 - **EGLAHSCE.LA.5.W.GN.05.EG04** - With assistance as needed,
 - **EGLAHSCE.LA.5.W.GN.05.EG04.1** - gather resources (electronic and/or print)
 - **EGLAHSCE.LA.5.W.GN.05.EG04.2** - organize information using key ideas
 - **EGLAHSCE.LA.5.W.GN.05.EG04.3** - use the writing process to produce and present the final project.
- **EGLAHSCE.LA.5.W.PR.05** - Writing Process
 - **EGLAHSCE.LA.5.W.PR.05.EG01** - Begin to consider audience and purpose for writing.

- **EGLAHSCE.LA.5.W.PR.05.EG02** - Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern
 - **EGLAHSCE.LA.5.W.PR.05.EG02.1** - problem/solution
 - **EGLAHSCE.LA.5.W.PR.05.EG02.2** - sequence
 - **EGLAHSCE.LA.5.W.PR.05.EG02.3** - description
 - **EGLAHSCE.LA.5.W.PR.05.EG02.4** - compare and contrast.
- **EGLAHSCE.LA.5.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.
- **EGLAHSCE.LA.5.W.PR.05.EG04** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience, e.g.,
 - **EGLAHSCE.LA.5.W.PR.05.EG04.1** - rearranging sentences;
 - **EGLAHSCE.LA.5.W.PR.05.EG04.2** - substituting synonyms; and
 - **EGLAHSCE.LA.5.W.PR.05.EG04.3** - inserting transitional words.
- **EGLAHSCE.LA.5.W.PR.05.EG05** - Attempt to proofread and edit their writing/picture using appropriate resources, including dictionaries and a class-developed checklist.
- **EGLAHSCE.LA.5.W.PS.05** - Personal Style
 - **EGLAHSCE.LA.5.W.PS.05.EG01** - Develop personal style in oral, written, and visual messages including
 - **EGLAHSCE.LA.5.W.PS.05.EG01.1** - narrative--descriptive language, use of imagination, varying sentence beginnings
 - **EGLAHSCE.LA.5.W.PS.05.EG01.2** - informational/functional--facts, effective conclusions.
- **EGLAHSCE.LA.5.W.GR.05** - Grammar and Usage
 - **EGLAHSCE.LA.5.W.GR.05.EG01** - In the context of writing, begin to use complete sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.
- **EGLAHSCE.LA.5.W.SP.05** - Spelling
 - **EGLAHSCE.LA.5.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
 - **EGLAHSCE.LA.5.W.SP.05.EG01.1** - structural cues (letter/sound, rimes)
 - **EGLAHSCE.LA.5.W.SP.05.EG01.2** - environmental sources (word walls, word lists).
- **EGLAHSCE.LA.5.W.HW.05** - Handwriting
 - **EGLAHSCE.LA.5.W.HW.05.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **EGLAHSCE.LA.5.W.AT.05** - Writing Attitude
 - **EGLAHSCE.LA.5.W.AT.05.EG01** - Be enthusiastic about writing and learning to write.
- **EGLAHSCE.LA.5.S.CN.05** - Speaking Conventions
 - **EGLAHSCE.LA.5.S.CN.05.EG01** - Begin to use common grammatical structures subject/verb agreement, pronoun/noun agreement.
 - **EGLAHSCE.LA.5.S.CN.05.EG02** - Explore and use language to communicate with a variety of audiences and for different purposes

- **EGLAHSCE.LA.5.S.CN.05.EG02.1** - questions and answers
- **EGLAHSCE.LA.5.S.CN.05.EG02.2** - discussions
- **EGLAHSCE.LA.5.S.CN.05.EG02.3** - social interactions.
- **EGLAHSCE.LA.5.S.CN.05.EG03** - Begin to adopt appropriate tone of voice and intonation patterns in spoken informational, narrative, and functional presentations.
- **EGLAHSCE.LA.5.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).
- **EGLAHSCE.LA.5.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).
- **EGLAHSCE.LA.5.S.DS.05** - Spoken Discourse
 - **EGLAHSCE.LA.5.S.DS.05.EG01** - Engage in substantive conversation
 - **EGLAHSCE.LA.5.S.DS.05.EG01.1** - remaining focused on subject matter
 - **EGLAHSCE.LA.5.S.DS.05.EG01.2** - with interchanges building on prior responses
 - **EGLAHSCE.LA.5.S.DS.05.EG01.3** - in the context of book discussions, peer conferencing, or other interactions.
 - **EGLAHSCE.LA.5.S.DS.05.EG02** - Tell/retell stories (poetry, folk literature, drama) using
 - **EGLAHSCE.LA.5.S.DS.05.EG02.1** - story grammar
 - **EGLAHSCE.LA.5.S.DS.05.EG02.2** - elaborated information about characters
 - **EGLAHSCE.LA.5.S.DS.05.EG02.3** - characters actions and motivations
 - **EGLAHSCE.LA.5.S.DS.05.EG02.4** - setting (time and place)
 - **EGLAHSCE.LA.5.S.DS.05.EG02.5** - plot
 - **EGLAHSCE.LA.5.S.DS.05.EG02.6** - setting as related to plot.
 - **EGLAHSCE.LA.5.S.DS.05.EG03** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
 - **EGLAHSCE.LA.5.S.DS.05.EG04** - With assistance as needed, plan and deliver presentations or reports
 - **EGLAHSCE.LA.5.S.DS.05.EG04.1** - using an informational, organizational pattern (description, cause and effect, compare and contrast)
 - **EGLAHSCE.LA.5.S.DS.05.EG04.2** - using appropriate text features (illustrations, pictures)
 - **EGLAHSCE.LA.5.S.DS.05.EG04.3** - providing supportive facts and details to make their point
 - **EGLAHSCE.LA.5.S.DS.05.EG04.4** - using appropriate props.
- **EGLAHSCE.LA.5.L.CN.05** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.5.L.CN.05.EG01** - Restate and follow two-step directions, and begin to ask appropriate questions during a presentation or report.
 - **EGLAHSCE.LA.5.L.CN.05.EG02** - Use effective listening and viewing behaviors in large and small group settings
 - **EGLAHSCE.LA.5.L.CN.05.EG02.1** - eye contact
 - **EGLAHSCE.LA.5.L.CN.05.EG02.2** - attentive

- **EGLAHSCE.LA.5.L.CN.05.EG02.3** - supportive.
- **EGLAHSCE.LA.5.L.CN.05.EG03** - Listen to the comments of a peer and respond on topic and add a connected idea.
- **EGLAHSCE.LA.5.L.CN.05.EG04** - Differentiate between sender, receiver, and message, such as
 - **EGLAHSCE.LA.5.L.CN.05.EG04.1** - the meaning of the message may be conveyed and constructed for different purposes by the sender and receiver.
- **EGLAHSCE.LA.5.L.RP.05** - Response
 - **EGLAHSCE.LA.5.L.RP.05.EG01** - Listen to or view and discuss a variety of genres.
 - **EGLAHSCE.LA.5.L.RP.05.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
 - **EGLAHSCE.LA.5.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.
 - **EGLAHSCE.LA.5.L.RP.05.EG04** - Combine skills to reveal strengthening literacy.
 - **EGLAHSCE.LA.5.L.RP.05.EG05** - Retell what a speaker said by repeating the main idea and connecting with personal experiences.
- **EGLAHSCE.LA.6.R.WS.06** - Word Study
 - **EGLAHSCE.LA.6.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.
 - **EGLAHSCE.LA.6.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).
 - **EGLAHSCE.LA.6.R.WS.06.EG03** - Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.
 - **EGLAHSCE.LA.6.R.WS.06.EG04** - Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.
 - **EGLAHSCE.LA.6.R.WS.06.EG05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using
 - **EGLAHSCE.LA.6.R.WS.06.EG05.1** - knowledge of language
 - **EGLAHSCE.LA.6.R.WS.06.EG05.2** - sound/symbol/structural relationships
 - **EGLAHSCE.LA.6.R.WS.06.EG05.3** - context.
 - **EGLAHSCE.LA.6.R.WS.06.EG06** - Apply the following aspects of fluency
 - **EGLAHSCE.LA.6.R.WS.06.EG06.1** - pauses and emphasis
 - **EGLAHSCE.LA.6.R.WS.06.EG06.2** - punctuation cues
 - **EGLAHSCE.LA.6.R.WS.06.EG06.3** - intonation
 - **EGLAHSCE.LA.6.R.WS.06.EG06.4** - recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.
 - **EGLAHSCE.LA.6.R.WS.06.EG07** - Determine the meaning of words and phrases in context, such as

- **EGLAHSCE.LA.6.R.WS.06.EG07.1** - synonyms, homonyms, multiple meaning words and using strategies and resources, such as
- **EGLAHSCE.LA.6.R.WS.06.EG07.2** - context clues, concept mapping, dictionary.
- **EGLAHSCE.LA.6.R.NT.06** - Narrative Text
 - **EGLAHSCE.LA.6.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.
 - **EGLAHSCE.LA.6.R.NT.06.EG02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
 - **EGLAHSCE.LA.6.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.
 - **EGLAHSCE.LA.6.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.
- **EGLAHSCE.LA.6.R.IT.06** - Informational Text
 - **EGLAHSCE.LA.6.R.IT.06.EG01** - Identify and describe a variety of informational/functional genre, such as
 - **EGLAHSCE.LA.6.R.IT.06.EG01.1** - textbooks
 - **EGLAHSCE.LA.6.R.IT.06.EG01.2** - encyclopedias
 - **EGLAHSCE.LA.6.R.IT.06.EG01.3** - magazines.
 - **EGLAHSCE.LA.6.R.IT.06.EG02** - Identify informational text patterns, such as
 - **EGLAHSCE.LA.6.R.IT.06.EG02.1** - problem/solution
 - **EGLAHSCE.LA.6.R.IT.06.EG02.2** - sequential
 - **EGLAHSCE.LA.6.R.IT.06.EG02.3** - compare/contrast
 - **EGLAHSCE.LA.6.R.IT.06.EG02.4** - descriptive.
 - **EGLAHSCE.LA.6.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.
- **EGLAHSCE.LA.6.R.CM.06** - Comprehension
 - **EGLAHSCE.LA.6.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.
 - **EGLAHSCE.LA.6.R.CM.06.EG02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional texts.
 - **EGLAHSCE.LA.6.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
 - **EGLAHSCE.LA.6.R.CM.06.EG03.1** - a narrative to an informational text
 - **EGLAHSCE.LA.6.R.CM.06.EG03.2** - a literature selection to a subject area text
 - **EGLAHSCE.LA.6.R.CM.06.EG03.3** - an historical event to a current event.

- **EGLAHSCE.LA.6.R.CM.06.EG04** - Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.6.R.MT.06** - Metacognition
- **EGLAHSCE.LA.6.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
 - **EGLAHSCE.LA.6.R.MT.06.EG01.1** - predicting
 - **EGLAHSCE.LA.6.R.MT.06.EG01.2** - constructing mental images
 - **EGLAHSCE.LA.6.R.MT.06.EG01.3** - representing ideas in text
 - **EGLAHSCE.LA.6.R.MT.06.EG01.4** - questioning
 - **EGLAHSCE.LA.6.R.MT.06.EG01.5** - rereading or listening again
 - **EGLAHSCE.LA.6.R.MT.06.EG01.6** - inferring
 - **EGLAHSCE.LA.6.R.MT.06.EG01.7** - summarizing.
- **EGLAHSCE.LA.6.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).
- **EGLAHSCE.LA.6.R.CS.06** - Critical Standards
- **EGLAHSCE.LA.6.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.
- **EGLAHSCE.LA.6.R.AT.06** - Reading Attitude
- **EGLAHSCE.LA.6.R.AT.06.EG01** - Be enthusiastic about reading and learning how to read.
- **EGLAHSCE.LA.6.W.GN.06** - Writing Genres
- **EGLAHSCE.LA.6.W.GN.06.EG01** - Write a personal narrative that
 - **EGLAHSCE.LA.6.W.GN.06.EG01.1** - depicts major story events
 - **EGLAHSCE.LA.6.W.GN.06.EG01.2** - uses illustrations to match mood
 - **EGLAHSCE.LA.6.W.GN.06.EG01.3** - contains setting, problem/solution, and sequenced events.
- **EGLAHSCE.LA.6.W.GN.06.EG02** - Write an informational piece that focuses on a functional activity using
 - **EGLAHSCE.LA.6.W.GN.06.EG02.1** - descriptive
 - **EGLAHSCE.LA.6.W.GN.06.EG02.2** - enumerative
 - **EGLAHSCE.LA.6.W.GN.06.EG02.3** - sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **EGLAHSCE.LA.6.W.GN.06.EG03** - Use the writing process to produce and present a research project
 - **EGLAHSCE.LA.6.W.GN.06.EG03.1** - beginning with a teacher-selected topic
 - **EGLAHSCE.LA.6.W.GN.06.EG03.2** - initiating research questions from content area text
 - **EGLAHSCE.LA.6.W.GN.06.EG03.3** - using a variety of electronic and print resources to gather and organize information.
- **EGLAHSCE.LA.6.W.PR.06** - Writing Process

- **EGLAHSCE.LA.6.W.PR.06.EG01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **EGLAHSCE.LA.6.W.PR.06.EG02** - Apply a variety of prewriting 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).
- **EGLAHSCE.LA.6.W.PR.06.EG03** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
- **EGLAHSCE.LA.6.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.
- **EGLAHSCE.LA.6.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.
- **EGLAHSCE.LA.6.W.PS.06** - Personal Style
 - **EGLAHSCE.LA.6.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).
- **EGLAHSCE.LA.6.W.GR.06** - Grammar and Usage
 - **EGLAHSCE.LA.6.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.
- **EGLAHSCE.LA.6.W.GR.06_1** - Spelling
 - **EGLAHSCE.LA.6.W.SP.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.
- **EGLAHSCE.LA.6.W.HW.06** - Handwriting
 - **EGLAHSCE.LA.6.W.HW.06.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **EGLAHSCE.LA.6.W.AT.06** - Writing Attitude
 - **EGLAHSCE.LA.6.W.AT.06.EG01** - Be enthusiastic about writing and learning how to write.
- **EGLAHSCE.LA.6.S.CN.06** - Speaking Conventions
 - **EGLAHSCE.LA.6.S.CN.06.EG01** - Express time relationships using correct verb tenses.
 - **EGLAHSCE.LA.6.S.CN.06.EG02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.6.S.CN.06.EG02.1** - getting information
 - **EGLAHSCE.LA.6.S.CN.06.EG02.2** - making requests
 - **EGLAHSCE.LA.6.S.CN.06.EG02.3** - discussing
 - **EGLAHSCE.LA.6.S.CN.06.EG02.4** - making presentations
 - **EGLAHSCE.LA.6.S.CN.06.EG02.5** - interacting on the playground and in the classroom.
 - **EGLAHSCE.LA.6.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).

- **EGLAHSCE.LA.6.S.DS.06** - Spoken Discourse
 - **EGLAHSCE.LA.6.S.DS.06.EG01** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.6.S.DS.06.EG01.1** - getting information
 - **EGLAHSCE.LA.6.S.DS.06.EG01.2** - making requests
 - **EGLAHSCE.LA.6.S.DS.06.EG01.3** - discussing
 - **EGLAHSCE.LA.6.S.DS.06.EG01.4** - making presentations
 - **EGLAHSCE.LA.6.S.DS.06.EG01.5** - interacting on the playground and in the classroom.
 - **EGLAHSCE.LA.6.S.DS.06.EG02** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
 - **EGLAHSCE.LA.6.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).
 - **EGLAHSCE.LA.6.S.DS.06.EG04** - With assistance as needed, plan and deliver presentations using an effective informational organizational pattern, such as
 - **EGLAHSCE.LA.6.S.DS.06.EG04.1** - descriptive
 - **EGLAHSCE.LA.6.S.DS.06.EG04.2** - problem/solution
 - **EGLAHSCE.LA.6.S.DS.06.EG04.3** - cause and effect
 - **EGLAHSCE.LA.6.S.DS.06.EG04.4** - supportive facts and
 - **EGLAHSCE.LA.6.S.DS.06.EG04.5** - details
 - **EGLAHSCE.LA.6.S.DS.06.EG04.6** - reflecting a variety of resources.
- **EGLAHSCE.LA.6.L.CN.06** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.6.L.CN.06.EG01** - Respond to questions asked of them, providing an appropriate level of detail.
 - **EGLAHSCE.LA.6.L.CN.06.EG02** - Listen and interact appropriately and view knowledgeably.
- **EGLAHSCE.LA.6.L.RP.06** - Response
 - **EGLAHSCE.LA.6.L.RP.06.EG01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
 - **EGLAHSCE.LA.6.L.RP.06.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
 - **EGLAHSCE.LA.6.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.
 - **EGLAHSCE.LA.6.L.RP.06.EG04** - Distinguish between a speaker's verbal and non-verbal communication strategies.
 - **EGLAHSCE.LA.6.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.
 - **EGLAHSCE.LA.6.L.RP.06.EG06** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
 - **EGLAHSCE.LA.6.L.RP.06.EG07** - Begin to demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information. **EGLAHSCE.LA.7.R.WS.07** - Word Study

- **EGLAHSCE.LA.7.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.
- **EGLAHSCE.LA.7.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).
- **EGLAHSCE.LA.7.R.WS.07.EG03** - Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.
- **EGLAHSCE.LA.7.R.WS.07.EG04** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- **EGLAHSCE.LA.7.R.WS.07.EG05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using
 - **EGLAHSCE.LA.7.R.WS.07.EG05.1** - knowledge of language
 - **EGLAHSCE.LA.7.R.WS.07.EG05.2** - sound/symbol/structural relationships
 - **EGLAHSCE.LA.7.R.WS.07.EG05.3** - context.
- **EGLAHSCE.LA.7.R.WS.07.EG06** - Apply the following aspects of fluency
 - **EGLAHSCE.LA.7.R.WS.07.EG06.1** - pauses and emphasis
 - **EGLAHSCE.LA.7.R.WS.07.EG06.2** - punctuation cues
 - **EGLAHSCE.LA.7.R.WS.07.EG06.3** - intonation
 - **EGLAHSCE.LA.7.R.WS.07.EG06.4** - recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.
- **EGLAHSCE.LA.7.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).
- **EGLAHSCE.LA.7.R.NT.07** - Narrative Text
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.R.NT.07.EG02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.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.
- **EGLAHSCE.LA.7.R.IT.07** - Informational Text
 - **EGLAHSCE.LA.7.R.IT.07.EG01** - Identify and describe a variety of informational/functional genre (e.g., textbooks, encyclopedia, magazines).
 - **EGLAHSCE.LA.7.R.IT.07.EG02** - Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).

- **EGLAHSCE.LA.7.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.
- **EGLAHSCE.LA.7.R.CM.07** - Comprehension
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.R.CM.07.EG02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.
 - **EGLAHSCE.LA.7.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).
 - **EGLAHSCE.LA.7.R.CM.07.EG04** - Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.7.R.MT.07** - Metacognition
 - **EGLAHSCE.LA.7.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
 - **EGLAHSCE.LA.7.R.MT.07.EG01.1** - predicting
 - **EGLAHSCE.LA.7.R.MT.07.EG01.2** - constructing mental images
 - **EGLAHSCE.LA.7.R.MT.07.EG01.3** - representing ideas in text
 - **EGLAHSCE.LA.7.R.MT.07.EG01.4** - questioning
 - **EGLAHSCE.LA.7.R.MT.07.EG01.5** - rereading or listening again
 - **EGLAHSCE.LA.7.R.MT.07.EG01.6** - inferring
 - **EGLAHSCE.LA.7.R.MT.07.EG01.7** - summarizing.
 - **EGLAHSCE.LA.7.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).
- **EGLAHSCE.LA.7.R.CS.07** - Critical Standards
 - **EGLAHSCE.LA.7.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.
- **EGLAHSCE.LA.7.R.AT.07** - Reading Attitude
 - **EGLAHSCE.LA.7.R.AT.07.EG01** - Be enthusiastic about reading for leisure and to gain information.
- **EGLAHSCE.LA.7.W.GN.07** - Writing Genres
 - **EGLAHSCE.LA.7.W.GN.07.EG01** - Write a personal narrative that
 - **EGLAHSCE.LA.7.W.GN.07.EG01.1** - depicts major story events
 - **EGLAHSCE.LA.7.W.GN.07.EG01.2** - uses illustrations to match mood
 - **EGLAHSCE.LA.7.W.GN.07.EG01.3** - contains setting, problem/solution, and sequenced events.
 - **EGLAHSCE.LA.7.W.GN.07.EG02** - Write an informational piece that focuses on a functional activity using

- **EGLAHSCE.LA.7.W.GN.07.EG02.1** - descriptive
- **EGLAHSCE.LA.7.W.GN.07.EG02.2** - enumerative
- **EGLAHSCE.LA.7.W.GN.07.EG02.3** - sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **EGLAHSCE.LA.7.W.GN.07.EG03** - Use the writing process to produce and present a research project
 - **EGLAHSCE.LA.7.W.GN.07.EG03.1** - beginning with a teacher-selected topic
 - **EGLAHSCE.LA.7.W.GN.07.EG03.2** - initiating research questions from content area text
 - **EGLAHSCE.LA.7.W.GN.07.EG03.3** - using a variety of electronic and print resources to gather and organize information.
- **EGLAHSCE.LA.7.W.PR.07** - Writing Process
 - **EGLAHSCE.LA.7.W.PR.07.EG01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
 - **EGLAHSCE.LA.7.W.PR.07.EG02** - Apply a variety of prewriting 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).
 - **EGLAHSCE.LA.7.W.PR.07.EG03** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.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.
- **EGLAHSCE.LA.7.W.PS.07** - Personal Style
 - **EGLAHSCE.LA.7.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).
- **EGLAHSCE.LA.7.W.GR.07** - Grammar and Usage
 - **EGLAHSCE.LA.7.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.
- **EGLAHSCE.LA.7.W.SP.07** - Spelling
 - **EGLAHSCE.LA.7.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).
- **EGLAHSCE.LA.7.W.HW.07** - Handwriting
 - **EGLAHSCE.LA.7.W.HW.07.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **EGLAHSCE.LA.7.W.AT.07** - Writing Attitude
 - **EGLAHSCE.LA.7.W.AT.07.EG01** - Be enthusiastic about writing.

- **EGLAHSCE.LA.7.S.CN.07** - Speaking Conventions
 - **EGLAHSCE.LA.7.S.CN.07.EG01** - Express time relationships using correct verb tenses.
 - **EGLAHSCE.LA.7.S.CN.07.EG02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.7.S.CN.07.EG02.1** - getting information
 - **EGLAHSCE.LA.7.S.CN.07.EG02.2** - making requests
 - **EGLAHSCE.LA.7.S.CN.07.EG02.3** - discussing
 - **EGLAHSCE.LA.7.S.CN.07.EG02.4** - making presentations
 - **EGLAHSCE.LA.7.S.CN.07.EG02.5** - interacting on the playground and in the classroom.
 - **EGLAHSCE.LA.7.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).
- **EGLAHSCE.LA.7.S.DS.07** - Spoken Discourse
 - **EGLAHSCE.LA.7.S.DS.07.EG01** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.7.S.DS.07.EG01.1** - getting information
 - **EGLAHSCE.LA.7.S.DS.07.EG01.2** - making requests
 - **EGLAHSCE.LA.7.S.DS.07.EG01.3** - discussing
 - **EGLAHSCE.LA.7.S.DS.07.EG01.4** - making presentations
 - **EGLAHSCE.LA.7.S.DS.07.EG01.5** - interacting in the cafeteria, at assemblies and sporting events, and in the classroom.
 - **EGLAHSCE.LA.7.S.DS.07.EG02** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.S.DS.06.EG04** - Plan and deliver presentations using an effective informational organizational pattern, such as
 - **EGLAHSCE.LA.7.S.DS.06.EG04.1** - descriptive
 - **EGLAHSCE.LA.7.S.DS.06.EG04.2** - problem/solution
 - **EGLAHSCE.LA.7.S.DS.06.EG04.3** - cause and effect
 - **EGLAHSCE.LA.7.S.DS.06.EG04.4** - supportive facts and
 - **EGLAHSCE.LA.7.S.DS.06.EG04.5** - details
 - **EGLAHSCE.LA.7.S.DS.06.EG04.6** - reflecting a variety of resources.
- **EGLAHSCE.LA.7.L.CN.07** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.7.L.CN.07.EG01** - Respond to questions asked of them, providing an appropriate level of detail.
 - **EGLAHSCE.LA.7.L.CN.07.EG02** - Listen and interact appropriately and view knowledgeably.

- **EGLAHSCE.LA.7.L.RP.07** - Response
 - **EGLAHSCE.LA.7.L.RP.07.EG01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
 - **EGLAHSCE.LA.7.L.RP.07.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.L.RP.07.EG04** - With assistance as needed, ask probing questions of speakers, focusing on claims and conclusions presented.
 - **EGLAHSCE.LA.7.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.
 - **EGLAHSCE.LA.7.L.RP.07.EG06** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- **EGLAHSCE.LA.7.L.RP.07.EG07** - Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information. **EGLAHSCE.LA.8.R.WS.08** - Word Study
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.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).
 - **EGLAHSCE.LA.8.R.WS.08.EG03** - Read automatically by sight the 1000 Dolch first words and other frequently encountered vocabulary.
 - **EGLAHSCE.LA.8.R.WS.08.EG04** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
 - **EGLAHSCE.LA.8.R.WS.08.EG05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using
 - **EGLAHSCE.LA.8.R.WS.08.EG05.1** - knowledge of language
 - **EGLAHSCE.LA.8.R.WS.08.EG05.2** - sound/symbol/structural relationships
 - **EGLAHSCE.LA.8.R.WS.08.EG05.3** - context.
 - **EGLAHSCE.LA.8.R.WS.08.EG06** - Apply the following aspects of fluency
 - **EGLAHSCE.LA.8.R.WS.08.EG06.1** - pauses and emphasis
 - **EGLAHSCE.LA.8.R.WS.08.EG06.2** - punctuation cues
 - **EGLAHSCE.LA.8.R.WS.08.EG06.3** - intonation and
 - **EGLAHSCE.LA.8.R.WS.08.EG06.4** - recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.

- **EGLAHSCE.LA.8.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).
- **EGLAHSCE.LA.8.R.NT.08** - Narrative Text
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.R.NT.08.EG02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.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.
- **EGLAHSCE.LA.8.R.IT.08** - Informational Text
 - **EGLAHSCE.LA.8.R.IT.08.EG01** - Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).
 - **EGLAHSCE.LA.8.R.IT.08.EG02** - Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).
 - **EGLAHSCE.LA.8.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.
- **EGLAHSCE.LA.8.R.CM.08** - Comprehension
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.R.CM.08.EG02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.
 - **EGLAHSCE.LA.8.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).
 - **EGLAHSCE.LA.8.R.CM.08.EG04** - Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
- **EGLAHSCE.LA.8.R.MT.08** - Metacognition
 - **EGLAHSCE.LA.8.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).
 - **EGLAHSCE.LA.8.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).

- **EGLAHSCE.LA.8.R.CS.08** - Critical Standards
 - **EGLAHSCE.LA.8.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.
- **EGLAHSCE.LA.8.R.AT.08** - Reading Attitude
 - **EGLAHSCE.LA.8.R.AT.08.EG01** - Be enthusiastic about reading for leisure and to gain information.
- **EGLAHSCE.LA.8.W.GN.08** - Writing Genres
 - **EGLAHSCE.LA.8.W.GN.08.EG01** - Write a personal narrative that
 - **EGLAHSCE.LA.8.W.GN.08.EG01.1** - depicts major story events
 - **EGLAHSCE.LA.8.W.GN.08.EG01.2** - uses illustrations to match mood
 - **EGLAHSCE.LA.8.W.GN.08.EG01.3** - contains setting, problem/solution, and sequenced events.
 - **EGLAHSCE.LA.8.W.GN.08.EG02** - Write an informational piece that focuses on a functional activity (e.g., a report, letter, steps in a process) using
 - **EGLAHSCE.LA.8.W.GN.08.EG02.1** - descriptive
 - **EGLAHSCE.LA.8.W.GN.08.EG02.2** - enumerative
 - **EGLAHSCE.LA.8.W.GN.08.EG02.3** - sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
 - **EGLAHSCE.LA.8.W.GN.08.EG03** - Use the writing process to produce and present a research project
 - **EGLAHSCE.LA.8.W.GN.08.EG03.1** - beginning with a teacher-selected topic
 - **EGLAHSCE.LA.8.W.GN.08.EG03.2** - initiating research questions from content area text
 - **EGLAHSCE.LA.8.W.GN.08.EG03.3** - using a variety of resources to gather and organize information.
- **EGLAHSCE.LA.8.W.PR.08** - Writing Process
 - **EGLAHSCE.LA.8.W.PR.08.EG01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
 - **EGLAHSCE.LA.8.W.PR.08.EG02** - Apply a variety of prewriting 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).
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.W.PR.08.EG04** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
 - **EGLAHSCE.LA.8.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.
- **EGLAHSCE.LA.8.W.PS.08** - Personal Style
 - **EGLAHSCE.LA.8.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).
- **EGLAHSCE.LA.8.W.GR.08** - Grammar and Usage

- **EGLAHSCE.LA.8.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.
- **EGLAHSCE.LA.8.W.SP.08** - Spelling
- **EGLAHSCE.LA.8.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).
- **EGLAHSCE.LA.8.W.HW.08** - Handwriting
- **EGLAHSCE.LA.8.W.HW.08.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **EGLAHSCE.LA.8.W.AT.08** - Writing Attitude
- **EGLAHSCE.LA.8.W.AT.08.EG01** - Be enthusiastic about writing.
- **EGLAHSCE.LA.8.S.CN.08** - Speaking Conventions
- **EGLAHSCE.LA.8.S.CN.08.EG01** - Express time relationships using correct verb tenses.
- **EGLAHSCE.LA.8.S.CN.08.EG02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.8.S.CN.08.EG02.1** - getting information
 - **EGLAHSCE.LA.8.S.CN.08.EG02.2** - making requests
 - **EGLAHSCE.LA.8.S.CN.08.EG02.3** - discussing
 - **EGLAHSCE.LA.8.S.CN.08.EG02.4** - making presentations
 - **EGLAHSCE.LA.8.S.CN.08.EG02.5** - interacting on the playground and in the classroom.
- **EGLAHSCE.LA.8.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).
- **EGLAHSCE.LA.8.S.DS.08** - Spoken Discourse
- **EGLAHSCE.LA.8.S.DS.08.EG01** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.8.S.DS.08.EG01.1** - getting information
 - **EGLAHSCE.LA.8.S.DS.08.EG01.2** - making requests
 - **EGLAHSCE.LA.8.S.DS.08.EG01.3** - discussing
 - **EGLAHSCE.LA.8.S.DS.08.EG01.4** - making presentations
 - **EGLAHSCE.LA.8.S.DS.08.EG01.5** - interacting in the cafeteria, at assemblies and sporting events, and in the classroom.
- **EGLAHSCE.LA.8.S.DS.08.EG02** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
- **EGLAHSCE.LA.8.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.

- **EGLAHSCE.LA.8.S.DS.08.EG04** - Plan and deliver presentations using an effective informational organizational pattern, such as
 - **EGLAHSCE.LA.8.S.DS.08.EG04.1** - descriptive
 - **EGLAHSCE.LA.8.S.DS.08.EG04.2** - problem/solution
 - **EGLAHSCE.LA.8.S.DS.08.EG04.3** - cause and effect
 - **EGLAHSCE.LA.8.S.DS.08.EG04.4** - supportive facts and
 - **EGLAHSCE.LA.8.S.DS.08.EG04.5** - details
 - **EGLAHSCE.LA.8.S.DS.08.EG04.6** - reflecting a variety of resources.
- **EGLAHSCE.LA.8.L.CN.08** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.8.L.CN.08.EG01** - Respond to questions asked of them, providing an appropriate level of detail.
 - **EGLAHSCE.LA.8.L.CN.08.EG02** - Listen and interact appropriately and view knowledgeably.
- **EGLAHSCE.LA.8.L.RP.08** - Response
 - **EGLAHSCE.LA.8.L.RP.08.EG01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
 - **EGLAHSCE.LA.8.L.RP.08.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.L.RP.08.EG04** - Distinguish between a speaker's verbal and non-verbal communication strategies.
 - **EGLAHSCE.LA.8.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.
 - **EGLAHSCE.LA.8.L.RP.08.EG06** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
 - **EGLAHSCE.LA.8.L.RP.08.EG07** - Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information. **EGLAHSCE.LA.11.R.WS.11** - Word Study
 - **EGLAHSCE.LA.11.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.
 - **EGLAHSCE.LA.11.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, rhymes, base words, affixes, syllabication).
 - **EGLAHSCE.LA.11.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.
 - **EGLAHSCE.LA.11.R.WS.11.EB04** - Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.
 - **EGLAHSCE.LA.11.R.WS.11.EB05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts, such as

- **EGLAHSCE.LA.11.R.WS.11.EB05.1** - engage actively in reading a variety of genre
- **EGLAHSCE.LA.11.R.WS.11.EB05.2** - self-monitor and correct in narrative, informational, and functional text
- **EGLAHSCE.LA.11.R.WS.11.EB05.3** - use a thesaurus.
- **EGLAHSCE.LA.11.R.WS.11.EB06** - Read with developing fluency a variety of grade level appropriate narrative, informational, and functional text.
- **EGLAHSCE.LA.11.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).
- **EGLAHSCE.LA.11.R.NT.11** - Narrative Text
 - **EGLAHSCE.LA.11.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.
 - **EGLAHSCE.LA.11.R.NT.11.EB02** - Identify and describe a variety of narrative genre, such as
 - **EGLAHSCE.LA.11.R.NT.11.EB02.1** - poetry
 - **EGLAHSCE.LA.11.R.NT.11.EB02.2** - myths/legends
 - **EGLAHSCE.LA.11.R.NT.11.EB02.3** - fantasy
 - **EGLAHSCE.LA.11.R.NT.11.EB02.4** - adventure.
 - **EGLAHSCE.LA.11.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.
 - **EGLAHSCE.LA.11.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.
- **EGLAHSCE.LA.11.R.IT.11** - Informational Text
 - **EGLAHSCE.LA.11.R.IT.11.EB01** - Identify and explain the defining characteristics of informational genre, such as
 - **EGLAHSCE.LA.11.R.IT.11.EB01.1** - autobiography/biography
 - **EGLAHSCE.LA.11.R.IT.11.EB01.2** - personal essay
 - **EGLAHSCE.LA.11.R.IT.11.EB01.3** - almanac
 - **EGLAHSCE.LA.11.R.IT.11.EB01.4** - newspaper.
 - **EGLAHSCE.LA.11.R.IT.11.EB02** - Identify and describe informational text patterns, such as
 - **EGLAHSCE.LA.11.R.IT.11.EB02.1** - compare/contrast
 - **EGLAHSCE.LA.11.R.IT.11.EB02.2** - position/support
 - **EGLAHSCE.LA.11.R.IT.11.EB02.3** - problem/solution.
 - **EGLAHSCE.LA.11.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.
- **EGLAHSCE.LA.11.R.CM.11** - Comprehension
 - **EGLAHSCE.LA.11.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.

- **EGLAHSCE.LA.11.R.CM.11.EB02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.
- **EGLAHSCE.LA.11.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
 - **EGLAHSCE.LA.11.R.CM.11.EB03.1** - categorize and classify
 - **EGLAHSCE.LA.11.R.CM.11.EB03.2** - compare and contrast
 - **EGLAHSCE.LA.11.R.CM.11.EB03.3** - draw parallels across time and culture.
- **EGLAHSCE.LA.11.R.CM.11.EB04** - Apply significant knowledge from what is read in grade level science, social studies, and mathematics texts.
- **EGLAHSCE.LA.11.R.MT.11** - Metacognition
 - **EGLAHSCE.LA.11.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
 - **EGLAHSCE.LA.11.R.MT.11.EB01.1** - predicting
 - **EGLAHSCE.LA.11.R.MT.11.EB01.2** - constructing mental images
 - **EGLAHSCE.LA.11.R.MT.11.EB01.3** - representing ideas in text
 - **EGLAHSCE.LA.11.R.MT.11.EB01.4** - questioning, rereading, or listening again
 - **EGLAHSCE.LA.11.R.MT.11.EB01.5** - inferring
 - **EGLAHSCE.LA.11.R.MT.11.EB01.6** - summarizing.
 - **EGLAHSCE.LA.11.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).
- **EGLAHSCE.LA.11.R.CS.11** - Critical Standards
 - **EGLAHSCE.LA.11.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.
- **EGLAHSCE.LA.11.R.AT.04** - Reading Attitude
 - **EGLAHSCE.LA.11.R.AT.04.01** - Be enthusiastic about reading for leisure, to gain information, and to help with decisions.
 - **EGLAHSCE.LA.11.R.AT.04.02** - Do substantial reading and writing on their own.
- **EGLAHSCE.LA.11.W.GN.11** - Writing Genres
 - **EGLAHSCE.LA.11.W.GN.11.EB01** - Write a narrative piece (e.g., personal, realistic, or adventure story) creating relationships among setting, characters, theme, and plot.
 - **EGLAHSCE.LA.11.W.GN.11.EB02** - Write an informational piece that focuses on a functional activity (e.g., a report, letter, opinion/reason) using
 - **EGLAHSCE.LA.11..DE** - descriptive
 - **EGLAHSCE.LA.11..CO** - compare/contrast

- **EGLAHSCE.LA.11..CA** - cause/effect
- **EGLAHSCE.LA.11..EN** - enumerative
- **EGLAHSCE.LA.11..SPM** - sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **EGLAHSCE.LA.11.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.
- **EGLAHSCE.LA.11.W.GN.11.EB04** - Use the writing process to produce and present a research project using a teacher-approved topic
 - **EGLAHSCE.LA.11.W.GN.11.EB04.1** - finding and narrowing research questions
 - **EGLAHSCE.LA.11.W.GN.11.EB04.2** - using a variety of electronic and print resources
 - **EGLAHSCE.LA.11.W.GN.11.EB04.3** - taking notes
 - **EGLAHSCE.LA.11.W.GN.11.EB04.4** - organizing relevant information to draw conclusions.
- **EGLAHSCE.LA.11.W.PR.11** - Writing Process
 - **EGLAHSCE.LA.11.W.PR.11.EB01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
 - **EGLAHSCE.LA.11.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).
 - **EGLAHSCE.LA.11.W.PR.11.EB03** - Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.
 - **EGLAHSCE.LA.11.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
 - **EGLAHSCE.LA.11.W.PR.11.EB04.1** - rearranging paragraphs and/or sequence
 - **EGLAHSCE.LA.11.W.PR.11.EB04.2** - relating main and supporting ideas
 - **EGLAHSCE.LA.11.W.PR.11.EB04.3** - using comparative transitions.
 - **EGLAHSCE.LA.11.W.PR.11.EB05** - Edit and proofread their writing using appropriate resources, such as
 - **EGLAHSCE.LA.11.W.PR.11.EB05.1** - dictionary
 - **EGLAHSCE.LA.11.W.PR.11.EB05.2** - spell check
 - **EGLAHSCE.LA.11.W.PR.11.EB05.3** - grammar check
 - **EGLAHSCE.LA.11.W.PR.11.EB05.4** - grammar references, writing references and
 - **EGLAHSCE.LA.11.W.PR.11.EB05.5** - grade level appropriate checklists
 - **EGLAHSCE.LA.11.W.PR.11.EB05.6** - both individually and in groups.
- **EGLAHSCE.LA.11.W.PS.11** - Personal Style
 - **EGLAHSCE.LA.11.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).

- **EGLAHSCE.LA.11.W.GR.11** - Grammar and Usage
 - **EGLAHSCE.LA.11.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.
- **EGLAHSCE.LA.11.W.SP.11** - Spelling
 - **EGLAHSCE.LA.11.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).
- **EGLAHSCE.LA.11.W.HW.11** - Handwriting
 - **EGLAHSCE.LA.11.W.HW.11.EB01** - Write neatly and legibly.
- **EGLAHSCE.LA.11.W.AT.11** - Writing Attitude
 - **EGLAHSCE.LA.11.W.AT.11.EB01** - Be enthusiastic about writing.
- **EGLAHSCE.LA.11.S.CN.11** - Speaking Conventions
 - **EGLAHSCE.LA.11.S.CN.11.EB01** - Express ideas using more complex ideas.
 - **EGLAHSCE.LA.11.S.CN.11.EB02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as
 - **EGLAHSCE.LA.11.S.CN.11.EB02.1** - community-building
 - **EGLAHSCE.LA.11.S.CN.11.EB02.2** - appreciation/invitations
 - **EGLAHSCE.LA.11.S.CN.11.EB02.3** - cross-curricular discussions.
 - **EGLAHSCE.LA.11.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.)
 - **EGLAHSCE.LA.11.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.)
- **EGLAHSCE.LA.11.S.DS.11** - Spoken Discourse
 - **EGLAHSCE.LA.11.S.DS.11.EB01** - Engage in interactive, extended discourse to socially construct meaning, such as
 - **EGLAHSCE.LA.11.S.DS.11.EB01.1** - book clubs
 - **EGLAHSCE.LA.11.S.DS.11.EB01.2** - literature circles
 - **EGLAHSCE.LA.11.S.DS.11.EB01.3** - partnerships or other conversation protocols.
 - **EGLAHSCE.LA.11.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.
 - **EGLAHSCE.LA.11.S.DS.11.EB03** - Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.
 - **EGLAHSCE.LA.11.S.DS.11.EB04** - Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern, such as

- **EGLAHSCE.LA.11.S.DS.11.EB04.1** - descriptive
- **EGLAHSCE.LA.11.S.DS.11.EB04.2** - problem/solution
- **EGLAHSCE.LA.11.S.DS.11.EB04.3** - cause/effect
- **EGLAHSCE.LA.11.S.DS.11.EB04.4** - supportive facts and details
- **EGLAHSCE.LA.11.S.DS.11.EB04.5** - reflecting and emphasizing facial expressions, hand gestures, and body language.
- **EGLAHSCE.LA.11.L.CN.11** - Listening and Viewing Conventions
 - **EGLAHSCE.LA.11.L.CN.11.EB01** - Respond to questions asked of them, providing appropriate elaboration and details.
 - **EGLAHSCE.LA.11.L.CN.11.EB02** - Listen and interact appropriately and view knowledgeably in small and large group settings.
 - **EGLAHSCE.LA.11.L.CN.11.EB03** - Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
 - **EGLAHSCE.LA.11.L.CN.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.
- **EGLAHSCE.LA.11.L.RP.11** - Response
 - **EGLAHSCE.LA.11.L.RP.11.EB01** - Listen to or view in a variety of genres and compare their responses to those of their peers.
 - **EGLAHSCE.LA.11.L.RP.11.EB02** - Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
 - **EGLAHSCE.LA.11.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.
 - **EGLAHSCE.LA.11.L.RP.11.EB04** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).
 - **EGLAHSCE.LA.11.L.RP.11.EB05** - Summarize the major ideas and evidence presented in spoken messages and formal presentations.