

Functional Curriculum-English Language Arts

Grade Two

- **FC.R.WS.02.01** - Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- **FC.R.WS.02.EG01** - Begin to demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- **FC.R.WS.02.02** - Recognize that words are composed of sounds blended together and carry meaning.
- **FC.R.WS.02.EG02** - Begin to recognize that words are composed of sounds blended together and carry meaning.
- **FC.R.WS.02.03** - Understand the alphabetic principle- that sounds in words are expressed by the letters of the alphabet.
- **FC.R.WS.02.EG03** - Begin to understand the alphabetic principle-that sounds in words are expressed by the letters of the alphabet.
- **FC.R.WS.02.04** - Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context -letter/sound-onset and rimes -whole word chunks-word families -long and short vowels -diagraphs wh, ph -irregular vowels ei, ie, ea, ue.
- **FC.R.WS.02.EG04** - Begin to narrow possibilities in predicting words using -initial letters/sounds (phonics) - picture clues (semantic) -patterns of language (syntactic).
- **FC.R.WS.02.05** - Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.
- **FC.R.WS.02.EG05** - Begin to recognize automatically a small number of frequently encountered, personally meaningful words in print.
- **FC.R.WS.02.06** - Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3.
- **FC.R.WS.02.EG06** - Begin to recognize words in the environment, such as -exit signs -names on buses -the school and begin to recognize automatically a few of the 220 Dolch basic sight vocabulary.
- **FC.R.WS.02.07** - Make progress in acquiring the Dolch First 1000 words for mastery in grade 5.
- **FC.R.WS.02.EG07** - Begin to recognize a few of the 1000 Dolch first words.
- **FC.R.WS.02.08** - Use strategies to identify unknown words and construct meaning -reread a sentence or paragraph when meaning is unclear -use context as a basis for predicting meaning of unfamiliar words -increase bank of known sight words -use subvocalization to sound out unknown words.
- **FC.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 -objects -actions -concepts
- **FC.R.WS.02.09** - Begin to internalize previously learned skills and strategies.
- **FC.R.WS.02.EG09** - Begin to internalize previously learned word study skills and strategies.

- **FC.R.WS.02.10** - Use syntactic and semantic cues -reading context, picture clues -prefixes re-, un- -suffixes -s, -ed, -ing to determine the meaning of words in grade level appropriate texts.
- **FC.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.
- **FC.R.WS.02.11** - Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).
- **FC.R.WS.02.EG11** - Know the meanings of a few words encountered frequently in grades K-1 reading and oral language contexts.
- **FC.R.WS.02.12** - Determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources.
- **FC.R.WS.02.EG12** - Begin to use strategies to identify unknown words and construct meaning -letter-sound cues -semantic context cues (including pictures) -syntactic cues.
- **FC.R.WS.02.EG13** - Use picture clues, prediction, and help from other people to recognize words.
- **FC.R.FL.02.01** - Read aloud using intonation, pauses, and emphasis.
- **FC.R.FL.02.EG01** - Begin to understand that reading aloud includes using intonation, pauses, and emphasis.
- **FC.R.FL.02.02** - Use punctuation cues (periods and questions marks).
- **FC.R.FL.02.EG02** - Begin to become familiar with punctuation cues (periods and question marks).
- **FC.R.FL.02.EG03** - Begin to apply the following aspects of fluency: -automatic naming of letters -automatic association of letters and their sounds -automatic recognition of a few words both when encountered in context and isolation and -automatic understanding of concepts of print.
- **FC.R.FL.02.04** - Recognize identified grade 2 high frequency words and sight words.
- **FC.R.FL.02.EG04** - Begin to recognize identified grades K-1 high frequency words and sight words.
- **FC.R.NT.02.01** - Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.
- **FC.R.NT.02.EG01** - Begin to become familiar with classic and contemporary literature -recognized for quality and literary merit -reflecting our common heritage as well as cultures from around the world.
- **FC.R.NT.02.02** - Identify and describe a variety of genre including -poetry -fantasy -legends -drama.
- **FC.R.NT.02.EG02** - Begin to become familiar with a variety of narrative genre including -stories -nursery rhymes -poetry -songs.
- **FC.R.NT.02.03** - Identify and describe -characters' actions and motivations -setting (time and place) -problem/solution -sequence of events.
- **FC.R.NT.02.EG03** - Begin to identify simple story elements in narrative text, such as - problem - setting (time and place) - events -characters -sense of story events (beginning, middle, and end).
- **FC.R.NT.02.04** - Identify and explain how authors/illustrators use literary devices -illustrations to depict major story events -title -comparisons (metaphor/simile) to reveal characters' thoughts and actions.
- **FC.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

- **FC.R.NT.02.05** - Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
- **FC.R.NT.02.EG05** - Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections
- **FC.R.IT.02.01** - Identify and describe a variety of informational genre including -simple how-to books -personal correspondence -science and social studies magazines.
- **FC.R.IT.02.EG01** - Begin to identify a variety of informational genre -environmental text -concept books -picture books.
- **FC.R.IT.02.03** - Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas -boldface type -graphs -maps -diagrams -charts.
- **FC.R.IT.02.EG03** - Begin to understand why authors write and how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in -descriptive and -sequential organizational patterns.
- **FC.R.IT.02.04** - Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
- **FC.R.IT.02.EG04** - Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
- **FC.R.CM.02.02** - Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.
- **FC.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.
- **FC.R.CM.02.03** - Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.
- **FC.R.CM.02.EG03** - Begin to identify and/or retell events, main ideas, and important details from text.
- **FC.R.CM.02.04** - Make text-to-self and text-to-text connections and comparisons.
- **FC.R.CM.02.EG04** - Begin to make text-to-self and text-to-text connections and comparisons, such as -personal experience to problem or characters in narrative text; -comparison of two narrative texts (e.g., "Cinderella" stories); and -comparison of narrative to informational text.
- **FC.R.CM.02.05** - Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.
- **FC.R.CM.02.EG05** - Begin to identify relationships among characters, events, and key ideas within text to create a deeper understanding.
- **FC.R.CM.02.07** - Graphically represent key ideas and details across texts.
- **FC.R.CM.02.EG07** - Begin to graphically represent key ideas and details within a text.
- **FC.R.CM.02.08** - Ask questions as they read.
- **FC.R.CM.02.EG08** - Begin to ask questions as they read.

- **FC.R.CM.02.09** - Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.
- **FC.R.CM.02.EG09** - Begin to apply what has been read to them from grade level appropriate science, social studies, and mathematics texts.
- **FC.R.MT.02.10** - Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
- **FC.R.MT.02.EG10** - Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
- **FC.R.MT.02.11** - Use context as a basis for predicting meaning of unfamiliar words.
- **FC.R.MT.02.EG11** - Begin to use context as a basis for predicting meaning of unfamiliar words.
- **FC.R.MT.02.12** - Use Venn diagrams to compare and contrast.
- **FC.R.MT.02.EG12** - Begin to use Venn diagrams to compare and contrast.
- **FC.R.MT.02.13** - Use paragraphs to indicate a sequence of ideas.
- **FC.R.MT.02.EG13** - Use lists to indicate a sequence of ideas.
- **FC.R.MT.02.14** - Discuss which comprehension strategies worked and did not work with moderate teacher guidance.
- **FC.R.MT.02.EG14** - With assistance as needed, begin to discuss which comprehension strategies worked and did not work.
- **FC.R.MT.02.15** - Determine which resources contain appropriate information using teacher- and student-generated criteria.
- **FC.R.CS.02.01** - Develop and discuss shared standards.
- **FC.R.CS.02.EG01** - With assistance as needed, begin to develop and discuss shared standards for evaluating quality of work.
- **FC.R.CS.02.02** - Begin to self-assess the qualities of personal or other written text with teacher guidance.
- **FC.R.CS.02.EG02** - With assistance as needed, begin to recognize how to evaluate personal work and the work of others
- **FC.R.AT.02.01** - Be enthusiastic about reading and learning how to read.
- **FC.R.AT.02.EG01** - Become enthusiastic about reading and learning how to read.
- **FC.R.AT.02.02** - Do substantial reading and writing on their own during free time in school and at home.
- **FC.R.AT.02.EG02** - With assistance as needed, choose books, book activities, word play, and writing during free time in school and at home.
- **FC.W.GN.02.01** - Write realistic fiction, fantasy, and/or a personal narrative that -depicts major story events - uses illustrations to match mood -contains setting, problem/solution, and sequenced events.
- **FC.W.GN.02.EG01** - Begin to write brief personal narratives using -pictures -words, word-like clusters, and/or sentences as support.
- **FC.W.GN.02.02** - Approximate poetry based on reading a wide variety of grade level appropriate published poetry.

- **FC.W.GN.02.03** - Produce a magazine feature article using an organizational pattern such as -description - enumeration -sequence -compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.
- **FC.W.GN.02.EG03** - Begin to write brief informational pieces (a page for a class book) using -pictures -words, word-like clusters, and/or sentences.
- **FC.W.GN.02.04_1** - With teacher assistance, -gather resources (electronic and/or print) -organize information using key ideas -use the writing process to produce and present the final project.
- **FC.W.GN.02.EG05** - With as assistance as needed, contribute to a class project by adding relevant information to a class book including -gathering information from teacher-supplied texts -beginning to use the writing process to develop the project.
- **FC.W.PR.02.01** - Consider audience and purpose for writing.
- **FC.W.PR.02.EG01** - With assistance as needed, consider audience and purpose for writing.
- **FC.W.PR.02.02** - Begin to use styles and patterns derived from studying authors.
- **FC.W.PR.02.EG02** - Begin to become familiar with styles and patterns of writing used by favorite authors.
- **FC.W.PR.02.03** - Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern -problem/solution -sequence -description -compare and contrast.
- **FC.W.PR.02.EG03** - Begin to understand that writing requires a plan that may include graphic organizers that represent a specific organizational pattern -sequence -description.
- **FC.W.PR.02.04** - Write two paragraph clusters, each containing a main idea and some supporting details.
- **FC.W.PR.02.EG04** - Begin to write complete sentences that express a main idea and some details.
- **FC.W.PR.02.05** - Write in first and third person based on genre type and purpose.
- **FC.W.PR.02.06** - Narrow down a broader story idea to focus on only one aspect of the total idea.
- **FC.W.PR.02.07** - Use a sequenced organizational pattern with -grade level appropriate grammar -usage - mechanics -temporary spellings that reflect a close approximation of the sequence of sounds in the word.
- **FC.W.PR.02.EG07** - Begin to use a sequenced organizational pattern with -some grade level appropriate grammar -temporary spellings that reflect a close approximation of the sequence of sounds in the word.
- **FC.W.PR.02.08** - Constructively and specifically respond orally to the writing of others.
- **FC.W.PR.02.EG08** - Begin to respond orally to the writing of others.
- **FC.W.PR.02.09** - Identify sections of their own text that need to be revised using -reorganization -additions - deletions -appropriate use of transitions.
- **FC.W.PR.02.EG09** - Begin to identify sections of their own text that need to be revised using -additions - deletions
- **FC.W.PR.02.10** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
- **FC.W.PR.02.EG10** - Begin to become familiar with revision strategies to make changes in content and form to suit intended purpose and audience.

- **FC.W.PR.02.11** - Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.
- **FC.W.PR.02.EG11** - Utilize grade appropriate resources including -a word wall -a class-developed checklist.
- **FC.W.PS.02.01** - Develop personal style in oral, written, and visual messages -narrative - descriptive language, use of imagination, varying sentence beginnings -informational - facts, effective conclusions.
- **FC.W.PS.02.EG01** - Begin to show originality in oral, written, and visual messages including -narrative (natural language, expressed sentiment, original ideas) -informational (listing, naming, describing)
- **FC.W.GR.02.01** - Correctly use complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.
- **FC.W.GR.02.EG01** - Begin to form complete simple sentences beginning with a capital letter and ending with a period.
- **FC.W.SP.02.01** - Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use -structural cues (letter/sound, rimes) -environmental sources (word walls, word lists).
- **FC.W.SP.02.EG01** - Begin to spell a small number (about 18) of frequently encountered and personally meaningful words correctly
- **FC.W.HW.02.01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **FC.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.
- **FC.W.AT.02.01** - Be enthusiastic about writing and learning to write.
- **FC.W.AT.02.EG01** - Be enthusiastic about writing and learning to write.
- **FC.S.CN.02.01** - Use more complex conjunctions (although, instead of, so that).
- **FC.S.CN.02.EG01** - Begin to use singular and plural nouns and simple conjunctions (and, but, or, etc.)
- **FC.S.CN.02.02** - Use nominative and objective case pronouns.
- **FC.S.CN.02.EG02** - Begin to use nominative and objective case pronouns.
- **FC.S.CN.02.04** - Explore and use language to communicate effectively with a variety of audiences and for different purposes such as -questions and answers -discussions -social interactions.
- **FC.S.CN.02.EG04** - Begin to explore language to communicate with a variety of audiences and for different purposes -questions and answers -courtesies
- **FC.S.CN.02.05** - Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations.
- **FC.S.CN.02.EG05** - When speaking, begin to -speak clearly and audibly -use sound effects.
- **FC.S.CN.02.06** - Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)

- **FC.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).
- **FC.S.CN.02.07** - Be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community.)
- **FC.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.).
- **FC.S.DS.02.01** - Engage in substantive conversation -remaining focused on subject matter -with interchanges building on prior responses -in the context of book discussions, peer conferencing, or other interactions.
- **FC.S.DS.02.02** - Tell/retell stories (poetry, folk literature, drama) using -story grammar -elaborated information about characters -characters' actions and motivations -setting (time and place) -plot -setting as related to plot while maintaining appropriate intonation and tone of voice.
- **FC.S.DS.02.EG02** - Begin to briefly tell/retell about -familiar experiences (including at least characters, setting, and events) -interests (including at least topic and key details)
- **FC.S.DS.02.03** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
- **FC.S.DS.02.EG03** - Begin to respond to multiple text types by reflecting, expressing meaning, and making connections.
- **FC.S.DS.02.04** - Plan and deliver presentations or reports -using an informational, organizational pattern (description, cause and effect, compare and contrast) -using appropriate text features (illustrations, pictures) - providing supportive facts and details to make their point reflecting the source of information -using appropriate props -maintaining appropriate intonation and tone of voice.
- **FC.S.DS.02.EG04** - With assistance as needed, begin to plan and deliver presentations -providing some details to make a point -using props.
- **FC.L.CN.02.01** - Give, restate, and follow three- and four-step directions.
- **FC.L.CN.02.EG01** - Begin to understand and follow one- and two-step directions.
- **FC.L.CN.02.03** - Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
- **FC.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.
- **FC.L.CN.02.04** - Listen to the comments of a peer and respond on topic and add a connected idea.
- **FC.L.CN.02.EG04** - Begin to use effective listening and viewing behaviors.
- **FC.L.CN.02.05** - Use effective listening and viewing behaviors in large and small group settings -eye contact - attentive -supportive.
- **FC.L.CN.02.EG05** - Listen to each other and begin to interact and respond appropriately -through eye contact - and being attentive and supportive.
- **FC.L.CN.02.06** - Begin to evaluate the messages they experience in broadcast and print media.

- **FC.L.CN.02.EG06** - Become familiar with different kinds of messages experienced in broadcast and print media, e.g., newscasts, ads, headlines, etc.
- **FC.L.CN.02.07** - Distinguish between factual and opinion (advertising hype, propaganda).
- **FC.L.CN.02.EG07** - Begin to understand fact and opinion.
- **FC.L.RP.02.01** - Listen to or view and discuss a variety of genres.
- **FC.L.RP.02.EG01** - Listen to or view a variety of genres.
- **FC.L.RP.02.02** - Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.02.EG02** - Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.02.03** - Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.
- **FC.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.
- **FC.R.WS.03.01** - Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.
- **FC.R.WS.03.02** - Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).
- **FC.R.WS.03.03** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- **FC.R.WS.03.04** - Recognize the 220 Dolch basic sight words and 95 common nouns.
- **FC.R.WS.03.05** - Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.
- **FC.R.WS.03.EG01** - Use a variety of clues to recognize words, including -pictures -phonics -syntax -context -prediction -other people to recognize frequently encountered words in the environment and in text.
- **FC.R.WS.03.EG02** - Narrow possibilities in predicting words using -initial letters/sounds (phonics) -picture clues (semantic) -patterns of language (syntactic).
- **FC.R.WS.03.EG03** - Know the meanings of words encountered frequently in grades K-1 reading and oral language contexts.
- **FC.R.WS.03.EG04** - Recognize words in the environment, such as -exit signs -names on buses -the school and begin to recognize a few of the 220 Dolch basic sight vocabulary automatically.
- **FC.R.WS.03.EG05** - Recognize automatically a few of the 1000 Dolch first words, as well as frequently encountered, personally meaningful words.
- **FC.R.WS.03.06** - Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) -knowledge of language -sound/symbol/structural relationships -context.
- **FC.R.WS.03.07** - Apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.

- **FC.R.WS.03.08** - Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).
- **FC.R.WS.03.EG06** - Use strategies to identify unknown words and construct meaning -letter-sound cues - semantic context cues (including pictures) -syntactic cues.
- **FC.R.WS.03.EG07** - Apply the following aspects of fluency: -automatic naming of letters -automatic association of letters and their sounds -automatic recognition of a few words both when encountered in context and isolation - automatic understanding of concepts of print.
- **FC.R.WS.03.EG08** - Using context clues (including pictures), strategies, and resources, understand the meaning of a few words and familiar and repeated phrases, such as -objects -actions -concepts.
- **FC.R.NT.03.01** - Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.
- **FC.R.NT.03.02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
- **FC.R.NT.03.03** - Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.
- **FC.R.NT.03.04** - Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.
- **FC.R.NT.03.EG01** - Become familiar with and respond thoughtfully to quality and culturally diverse literature.
- **FC.R.NT.03.EG02** - Identify simple story elements, such as - problem - setting (time and place) - events - characters -sense of story events (beginning, middle, and end) - theme/lesson
- **FC.R.NT.03.EG03** - Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
- **FC.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.
- **FC.R.IT.03.01** - Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).
- **FC.R.IT.03.02** - Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).
- **FC.R.IT.03.03** - Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.
- **FC.R.IT.03.EG01** - Identify a variety of informational/functional genre, such as -environmental text -concept books -picture books.
- **FC.R.IT.03.EG02** - Identify informational text patterns -sequential -descriptive.
- **FC.R.IT.03.EG03** - Understand authors' purposes, and begin to identify how authors/illustrators use text features, such as pictures and drawings, to enhance the understanding of key ideas presented in -descriptive (definitions, enumeration) and -sequential (directions, steps, procedures) organizational patterns.
- **FC.R.CM.03.01** - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

- **FC.R.CM.03.02** - Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.
- **FC.R.CM.03.03** - Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).
- **FC.R.CM.03.04** - Apply significant knowledge from what is read in grade level appropriate science and social studies texts.
- **FC.R.CM.03.EG01** - Connect personal knowledge and experience to ideas in texts in order to make predictions and draw conclusions.
- **FC.R.CM.03.EG02** - Identify and/or retell events, main ideas, and important details from text.
- **FC.R.CM.03.EG03** - Make text-to-self and text-to-text connections and comparisons, such as -personal experience to problem or characters in narrative text; -comparison of two narrative texts (e.g., "Cinderella" stories); and -comparison of narrative to informational text.
- **FC.R.CM.03.EG04** - Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.
- **FC.R.MT.03.01** - Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).
- **FC.R.MT.03.02** - Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.
- **FC.R.MT.03.EG01** - Self-monitor comprehension when reading familiar grade level appropriate text.
- **FC.R.MT.03.EG02** - Use simple strategies to construct meaning while reading familiar grade level text, such as making credible predictions based on illustrations.
- **FC.R.CS.03.01** - Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.
- **FC.R.CS.03.EG01** - With assistance as needed, begin to recognize how to assess personal work and the work of others
- **FC.R.AT.03.01** - Be enthusiastic about reading and learning how to read.
- **FC.R.AT.03.02** - Do substantial reading and writing on their own.
- **FC.R.AT.03.EG01** - Become enthusiastic about reading and learning how to read.
- **FC.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.
- **FC.W.GN.03.01** - Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits.
- **FC.W.GN.03.02** - Write poetry based on reading a wide variety of grade level appropriate published poetry.

- **FC.W.GN.03.03** - Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.
- **FC.W.GN.03.04** - Use the writing process to produce and present a research project -beginning with a teacher-selected topic -initiating research questions from content area text -using a variety of resources to gather and organize information.
- **FC.W.GN.03.EG01** - Write a brief personal narrative using -pictures -words, word-like clusters, and/or sentences as support.
- **FC.W.GN.03.EG02** - With assistance as needed, attempt to write poetry based on reading a wide variety of grade level appropriate published poetry
- **FC.W.GN.03.EG03** - Write a brief informational piece using -drawings -words, word-like clusters, and/or sentences.
- **FC.W.GN.03.EG04** - With assistance as needed, contribute to a class research project by adding relevant information to a class book including -gathering information from teacher-supplied texts (electronic and/or print) - using the writing process to develop the project.
- **FC.W.PR.03.01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.03.02** - Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).
- **FC.W.PR.03.03** - Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.
- **FC.W.PR.03.04** - Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.
- **FC.W.PR.03.05** - Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).
- **FC.W.PR.03.06** - Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.
- **FC.W.PR.03.EG01** - With assistance as needed, consider the audience reaction as they plan their writing.
- **FC.W.PR.03.EG02** - Begin to brainstorm to generate and structure ideas for narrative, informational, and functional text, such as -using a story map for narrative text and -using a web or simple outline for informational and functional text.
- **FC.W.PR.03.EG03** - Use semi-phonetic spelling to represent narrative, informational, and functional text when writing, and incorporate pictures and drawings.
- **FC.W.PR.03.EG04** - Use lists and chronological organizational patterns in informational writing.
- **FC.W.PR.03.E04** - Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.
- **FC.W.PR.03.EG06** - Attempt to edit their writing/picture by using grade appropriate resources including -a word wall. -a class-developed checklist.

- **FC.W.PS.03.01** - Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).
- **FC.W.PS.03.EG01** - Show originality in oral, written, and visual messages including -narrative (natural language, expressed sentiment, original ideas) -informational/functional (listing, naming, describing).
- **FC.W.GR.03.01** - Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.
- **FC.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.
- **FC.W.SP.03.01** - Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
- **FC.W.SP.03.EG01** - Spell a small number of frequently encountered and personally meaningful words correctly; for other words, rely on -structural cues (beginning and simpler ending sounds) -environmental sources (word wall, word lists).
- **FC.W.HW.03.01** - Write the cursive alphabet.
- **FC.W.HW.03.EG01** - Write upper and lower case manuscript letters legibly.
- **FC.W.AT.03.01** - Be enthusiastic about writing and learning to write.
- **FC.W.AT.03.EG01** - Be enthusiastic about writing and learning how to write.
- **FC.S.CN.03.01** - Express time relationships using correct verb tenses.
- **FC.S.CN.03.02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).
- **FC.S.CN.03.03** - Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.
- **FC.S.CN.03.04** - Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).
- **FC.S.CN.03.05** - Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (they can provide examples of language differences in the region).
- **FC.S.CN.03.EG01** - Begin to use grammatical structures, including -singular and plural nouns -contractions - singular possessive pronouns (my/mine, his/hers, etc.), -conjunctions -inflected endings (-s, -es, -ing, etc.).
- **FC.S.CN.03.EG02** - Explore language to communicate with a variety of audiences and for different purposes, such as to -questions and answers -courtesies.
- **FC.S.CN.03.EG03** - In spoken informational and narrative presentations begin to -speak clearly and audibly -use sound effects.

- **FC.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).
- **FC.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).
- **FC.S.DS.03.01** - Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).
- **FC.S.DS.03.02** - Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.
- **FC.S.DS.03.03** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.
- **FC.S.DS.03.04** - Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.
- **FC.S.DS.03.EG01** - Engage in conversation while remaining focused on subject matter.
- **FC.S.DS.03.EG02** - Briefly tell/retell about -familiar experiences (including at least characters, setting, and events) -interests (including at least topic and key details).
- **FC.S.DS.03.EG03** - Respond to multiple text types by reflecting, making meaning, and making connections.
- **FC.S.DS.03.EG04** - With assistance as needed, plan and deliver presentations -providing several facts and details to make a point -using props
- **FC.L.CN.03.01** - Respond to questions asked of them, providing an appropriate level of detail.
- **FC.L.CN.03.02** - Listen and interact appropriately and view knowledgably.
- **FC.L.CN.03.03** - Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- **FC.L.CN.03.04** - Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.
- **FC.L.CN.03.EG01** - Understand and follow one- and two-step directions, and begin to ask appropriate questions during a presentation or report.
- **FC.L.CN.03.EG02** - Listen to each other and interact and respond appropriately -through eye contact -and being attentive and supportive.
- **FC.L.CN.03.EG03** - Use effective listening and viewing behaviors in large and small group settings.
- **FC.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.
- **FC.L.RP.03.01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.

- **FC.L.RP.03.02** - Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.03.03** - Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.
- **FC.L.RP.03.04** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- **FC.L.RP.03.05** - Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.
- **FC.L.RP.03.EG01** - Listen to or view and discuss a variety of genres.
- **FC.L.RP.03.EG02** - Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.
- **FC.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.
- **FC.L.RP.03.EG04** - Begin to combine skills to reveal strengthening literacy.
- **FC.L.RP.03.EG05** - Begin to retell what a speaker said by repeating the main idea and connecting with personal experiences.
- **FC.R.WS.04.01** - Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.
- **FC.R.WS.04.EG01** - Use structural cues to recognize one-syllable words, blends, and consonant diagraphs - letter/sound -onset and rimes -whole word chunks -word families -diagraphs th, ch, sh.
- **FC.R.WS.04.02** - Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).
- **FC.R.WS.04.EG02** - Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.
- **FC.R.WS.04.03** - Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.
- **FC.R.WS.04.EG03** - Recognize automatically grades K-2 high frequency words whether encountered in or out of context.
- **FC.R.WS.04.04** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- **FC.R.WS.04.EG04** - Know the meaning of words encountered frequently in grade K-2 reading and oral language contexts.
- **FC.R.WS.04.05** - Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).

- **FC.R.WS.04.EG05** - Use strategies to identify unknown words and construct meaning -letter- and word-level cues (i.e., prefixes, suffixes, rimes) to recognize word -semantic context cues (including pictures) and syntactic cues to check word recognition and select best meaning.
- **FC.R.WS.04.06** - Fluently read beginning grade level text and increasingly demanding text as the year proceeds.
- **FC.R.WS.04.EG06** - Apply the following aspects of fluency -automatically recognize identified grade 2 high frequency words whether encountered in or out of context -read aloud using intonation, pauses and emphasis -use punctuation cues (periods and questions marks) -independently read aloud unfamiliar text
- **FC.R.WS.04.07** - Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).
- **FC.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).
- **FC.R.NT.04.01** - Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.
- **FC.R.NT.04.EG01** - Become familiar with and respond thoughtfully to quality and culturally diverse literature.
- **FC.R.NT.04.02** - Identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure).
- **FC.R.NT.04.EG02** - Begin to identify and describe a variety of genre including -realistic fiction -fantasy -folktales.
- **FC.R.NT.04.03** - Analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator); know first person point of view and conflict/resolution.
- **FC.R.NT.04.EG03** - Identify simple story elements, such as - problem - setting (time and place) - events - characters -sense of story events (beginning, middle, and end) - theme/lesson
- **FC.R.NT.04.04** - Explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.
- **FC.R.NT.04.EG04** - Identify authors' purposes, and explain how authors/ illustrators use -illustrations to support story elements -transitional words (e.g., before, after, now, finally) to indicate a sequence of events and a sense of story.
- **FC.R.IT.04.01** - Identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper).
- **FC.R.IT.04.EG01** - Begin to identify and describe a variety of informational/functional genre including -simple how-to books -personal correspondence -science and social studies magazines.
- **FC.R.IT.04.02** - Identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution).
- **FC.R.IT.04.EG02** - Identify informational text patterns -sequential - descriptive -enumerative.
- **FC.R.IT.04.03** - Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.
- **FC.R.IT.04.EG03** - Identify authors' purposes, and explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas -headings -titles -labeled photographs -illustrations -boldface type - charts.

- **FC.R.CM.04.01** - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
- **FC.R.CM.04.EG01** - Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions..
- **FC.R.CM.04.02** - Retell and summarize grade level appropriate narrative and informational text.
- **FC.R.CM.04.EG02** - Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional texts.
- **FC.R.CM.04.03** - Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).
- **FC.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.
- **FC.R.CM.04.04** - Apply significant knowledge from what is read in grade level science and social studies texts.
- **FC.R.CM.04.EG04** - Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.
- **FC.R.MT.04.01** - Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing).
- **FC.R.MT.04.EG01** - With assistance as needed, begin to self-monitor comprehension when reading grade level appropriate text, such as -predicting, -questioning, and -visualizing.
- **FC.R.MT.04.02** - Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).
- **FC.R.MT.04.EG02** - Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, such as -setting purpose for reading; -using a story map or web; and -using a simple editing checklist.
- **FC.R.CS.04.01** - Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.
- **FC.R.CS.04.EG01** - With assistance as needed, recognize how to assess personal work and the work of others with teacher supervision.
- **FC.R.AT.04.01** - Be enthusiastic about reading and Learning how to read.
- **FC.R.AT.04.EG01** - Be enthusiastic about reading and learning how to read.
- **FC.R.AT.04.EG02** - With assistance as needed, do some reading and writing during free time in school and at home.
- **FC.W.GN.04.01** - Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.

- **FC.W.GN.04.EG01** - Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate -sequence of events -sense of story (beginning, middle, end) -physical features of characters.
- **FC.W.GN.04.02** - Write poetry based on reading a wide variety of grade level appropriate published poetry.
- **FC.W.GN.04.EGO2** - With assistance as needed, begin to write simple poems patterned after grade level appropriate published poetry.
- **FC.W.GN.04.03** - Write a comparative piece to demonstrate understanding of central Ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.
- **FC.W.GN.04.EG03** - Write an informational piece that addresses a focus question (e.g., What is a family?) using -descriptive -enumerative -sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **FC.W.GN.04.04** - Use the writing process to produce and present a research project using a teacher-approved topic -finding and narrowing research questions -using a variety of resources -taking notes -organizing relevant information to draw conclusions.
- **FC.W.GN.04.EG04** - Contribute to a class research project by adding relevant information to a class book including-gathering information from teacher-supplied materials, including electronic text and Internet -using the writing process to develop the project.
- **FC.W.PR.04.01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.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
- **FC.W.PR.04.02** - Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).
- **FC.W.PR.04.EG02** - Begin to brainstorm to generate and structure ideas for narrative, informational, and functional texts.
- **FC.W.PR.04.03** - Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.
- **FC.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.
- **FC.W.PR.04.04** - Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).
- **FC.W.PR.04.EG04** - Read drafts of their work to clarify meaning and attempt some revision.
- **FC.W.PR.04.05** - Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.
- **FC.W.PR.04.EG05** - Edit their writing/picture by using grade appropriate resources including -a word wall -a class-developed checklist.

- **FC.W.PS.04.01** - Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).
- **FC.W.PS.04.EG01** - Begin to show originality in oral, written, and visual messages including -narrative (natural language, specific action, emotion) -informational/functional (sequence, specific vocabulary, visual representation).
- **FC.W.GR.04.01** - Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.
- **FC.W.GR.04.EG01** - Use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.
- **FC.W.SP.04.01** - Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
- **FC.W.SP.04.EG01** - In the context of writing, spell frequently encountered one-syllable words from common word families correctly; for other words, use -structural cues (letter/sound, rimes) -environmental sources (word walls, word lists).
- **FC.W.HW.04.01** - Write neatly and legibly.
- **FC.W.HW.04.EG01** - Write upper and lower case manuscript letters legibly.
- **FC.W.AT.04.01** - Be enthusiastic about writing and learning to write.
- **FC.W.AT.04.EG01** - Be enthusiastic about writing and learning to write.
- **FC.S.CN.04.01** - Express ideas using more complex ideas.
- **FC.S.CN.04.EG01** - Use common grammatical structures-subject/verb agreement, pronoun/noun agreement.
- **FC.S.CN.04.02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/ invitations, cross-curricular discussions).
- **FC.S.CN.04.EG02** - Explore and use language to communicate with a variety of audiences and for different purposes -requests -problem-solve -look for solutions -construct relationships -courtesies.
- **FC.S.CN.04.03** - Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).
- **FC.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).
- **FC.S.CN.04.04** - Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (they can provide examples of language differences in the United States).
- **FC.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).
- **FC.S.DS.04.01** - Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).
- **FC.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.

- **FC.S.DS.04.02** - Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.
- **FC.S.DS.04.EG02** - Tell/retell familiar stories (realistic fiction, fantasy, folktale) using -a problem solution pattern -appropriate story grammar -proper sequence -a prop while maintaining appropriate posture and eye contact.
- **FC.S.DS.04.03** - Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.
- **FC.S.DS.04.EG03** - Respond to multiple text types by reflecting, making meaning, and making connections.
- **FC.S.DS.04.04** - Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.
- **FC.S.DS.04.EG04** - With assistance as needed, plan and deliver presentations or reports using -an informational organizational pattern (descriptive, enumerative, or sequential); -appropriate text features (pictures or illustrations); - an appropriate prop; and -providing several facts and details to make their point while maintaining appropriate posture and eye contact.
- **FC.L.CN.04.01** - Respond to questions asked of them, providing appropriate elaboration and details.
- **FC.L.CN.04.EG01** - Give, restate, and follow two-step directions.
- **FC.L.CN.04.02** - Listen and interact appropriately and view knowledgably in small and large group settings
- **FC.L.CN.04.EG02** - Listen to the comments of a peer and respond on topic and add a connected idea -eye contact -attentive -supportive
- **FC.L.CN.04.03** - Distinguish between and explain how verbal and non- verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- **FC.L.CN.04.EG03** - Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
- **FC.L.CN.04.04** - Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.
- **FC.L.CN.04.EG04** - Experience messages from a variety of media and differentiate between sender, receiver, and message.
- **FC.L.RP.04.01** - Listen to or view in a variety of genres and compare their responses to those of their peers.
- **FC.L.RP.04.EG01** - Listen to or view and discuss a variety of genres.
- **FC.L.RP.04.02** - Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.04.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.04.03** - Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.
- **FC.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.

- **FC.L.RP.04.04** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).
- **FC.L.RP.04.EG04** - Combine skills to reveal strengthening literacy.
- **FC.L.RP.04.05** - Summarize the major ideas and evidence presented in spoken messages and formal presentations.
- **FC.L.RP.04.EG05** - Retell what a speaker said by repeating the main idea and connecting with personal experiences.
- **FC.R.WS.05.01** - Explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context.
- **FC.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.
- **FC.R.WS.05.02** - Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).
- **FC.R.WS.05.EG02** - Use syntactic and semantic cues -reading context, picture clues -prefixes re-, un- -suffixes -s, -ed, -ing to determine the meaning of words in grade level appropriate texts
- **FC.R.WS.05.03** - Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.
- **FC.R.WS.05.EG03** - Recognize automatically grades K-2 frequently encountered words in connected text and in isolation.
- **FC.R.WS.05.04** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- **FC.R.WS.05.EG04** - Know the meaning of words encountered frequently in grades K-2 reading and oral language contexts.
- **FC.R.WS.05.05** - Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins).
- **FC.R.WS.05.EG05** - Use strategies to identify unknown words and construct meaning -reread a sentence or paragraph when meaning is unclear -use context as a basis for predicting meaning of unfamiliar words -increase bank of known sight words -use subvocalization to sound out unknown words.
- **FC.R.WS.05.06** - Fluently read beginning grade level text and increasingly demanding text as the year proceeds.
- **FC.R.WS.05.EG06** - Independently read aloud unfamiliar text in grade level appropriate text.
- **FC.R.WS.05.07** - Determine the meaning of words and phrases in context (e.g., symbols, idioms, recently-coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources).
- **FC.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.
- **FC.R.NT.05.01** - Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature recognized for quality and literary merit.
- **FC.R.NT.05.EG01** - Become familiar with and respond thoughtfully to quality and culturally diverse literature.

- **FC.R.NT.05.02** - Analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery).
- **FC.R.NT.05.EG02** - Begin to identify and describe a variety of genre including -poetry -fantasy -legends -drama.
- **FC.R.NT.05.03** - Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot.
- **FC.R.NT.05.EG03** - Identify story elements, such as -characters' actions and motivations -setting (time and place) -problem/solution -sequence of events - theme/lesson.
- **FC.R.NT.05.04** - Explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts.
- **FC.R.NT.05.EG04** - Identify authors' purposes, and explain how authors/illustrators use literary devices - illustrations to depict major story events -title -comparisons (metaphor/simile) to reveal characters' thoughts and actions.
- **FC.R.IT.05.01** - Analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases).
- **FC.R.IT.05.EG01** - Identify and describe a variety of informational/functional genre including -simple how-to books -personal correspondence -science and social studies magazines.
- **FC.R.IT.05.02** - Identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution).
- **FC.R.IT.05.EG02** - Identify informational text patterns -sequential - descriptive -enumerative.
- **FC.R.IT.05.03** - Explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.
- **FC.R.IT.05.EG03** - Identify authors' purposes and how authors/illustrators use text features to enhance the understanding of key and supporting ideas -boldface type -graphs -maps -diagrams -charts.
- **FC.R.CM.05.01** - Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.
- **FC.R.CM.05.EG01** - Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions.
- **FC.R.CM.05.02** - Retell and summarize grade level appropriate narrative and informational text.
- **FC.R.CM.05.EG02** - Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional text.
- **FC.R.CM.05.03** - Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize).
- **FC.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.
- **FC.R.CM.05.04** - Apply significant knowledge from what is read in grade level science and social studies text.
- **FC.R.CM.05.EG04** - Apply what has been read in grade level appropriate science, social studies, and mathematics texts.

- **FC.R.MT.05.01** - Independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).
- **FC.R.MT.05.EG01** - Understand that reading is a process that involves the interaction between writer and reader and the context of the situation; self-monitor comprehension when reading grade level appropriate text, e.g., -predicting, -questioning, and -visualizing.
- **FC.R.MT.05.02** - Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately).
- **FC.R.MT.05.EG02** - Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, e.g., -setting purpose for reading; -using a story map or web; and -using a simple editing checklist.
- **FC.R.CS.05.01** - Develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide-audiences.
- **FC.R.CS.05.EG01** - Recognize how to assess personal work and the work of others with teacher supervision, such as -using a class created editing rubric and -identifying author's purpose.
- **FC.R.AT.05.01** - Be enthusiastic about reading and learning how to read.
- **FC.R.AT.05.EG01** - Be enthusiastic about reading and learning how to read.
- **FC.R.AT.05.02** - Do substantial reading and writing on their own.
- **FC.R.AT.05.EG02** - With assistance as needed, do some reading and writing during free time in school and at home.
- **FC.W.GN.05.01** - Write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions.
- **FC.W.GN.05.EG01** - Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate -sequence of events -sense of story (beginning, middle, end) -physical features of characters.
- **FC.W.GN.05.02** - Write poetry based on reading a wide variety of grade level appropriate published poetry.
- **FC.W.GN.05.EG02** - With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.
- **FC.W.GN.05.03** - Write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
- **FC.W.GN.05.EG03** - Write an informational piece that addresses a focus question (e.g., What are three things you do every morning?) using -descriptive -enumerative -sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

- **FC.W.GN.05.04** - Use the writing process to produce and present a research project -including a teacher-approved topic, narrowed focus question, and hypothesis -using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details.
- **FC.W.GN.05.EG04** - With assistance as needed, -gather resources (electronic and/or printed) -organize information using key ideas -use the writing process to produce and present the final project
- **FC.W.PR.05.01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.05.EG01** - Begin to consider audience and purpose for writing.
- **FC.W.PR.05.02** - Use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and structure ideas (e.g. Role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).
- **FC.W.PR.05.EG02** - Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern -problem/solution -sequence -description -compare and contrast.
- **FC.W.PR.05.03** - Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs.
- **FC.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.
- **FC.W.PR.05.04** - Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs).
- **FC.W.PR.05.EG04** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience, e.g., -rearranging sentences; -substituting synonyms; and -inserting transitional words.
- **FC.W.PR.05.05** - Independently and collaboratively edit and proofread writing using grade level checklists.
- **FC.W.PR.05.EG05** - Attempt to proofread and edit their writing/picture using appropriate resources, including dictionaries and a class-developed checklist.
- **FC.W.PS.05.01** - Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
- **FC.W.PS.05.EG01** - Develop personal style in oral, written, and visual messages including -narrative - descriptive language, use of imagination, varying sentence beginnings -informational/functional - facts, effective conclusions.
- **FC.W.GR.05.01** - Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list.
- **FC.W.GR.05.EG01** - In the context of writing, begin to use complete sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.
- **FC.W.SP.05.01** - Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rhymes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

- **FC.W.SP.05.EG01** - In the context of writing, spell frequently encountered words (two-syllable words, including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use - structural cues (letter/sound, rimes) -environmental sources (word walls, word lists).
- **FC.W.HW.05.01** - Write neatly and legibly.
- **FC.W.HW.05.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **FC.W.AT.05.01** - Be enthusiastic about writing and learning to write.
- **FC.W.AT.05.EG01** - Be enthusiastic about writing and learning to write.
- **FC.S.CN.05.01** - Use irregular verbs correctly (e.g., lie/lay, sit/sat, rise/raise).
- **FC.S.CN.05.EG01** - Begin to use common grammatical structures- subject/verb agreement, pronoun/noun agreement.
- **FC.S.CN.05.02** - Adjust their use of language to communicate effectively with a variety of audiencesand for different purposes (e.g., research, explanation, persuasion).
- **FC.S.CN.05.EG02** - Explore and use language to communicate with a variety of audiences and for different purposes -questions and answers -discussions -social interactions.
- **FC.S.CN.05.03** - Use varying modulation, volume, and pace of speech to indicate emotions, cmate excitement, and emphasize meaning when presenting spoken infomational and namative text.
- **FC.S.CN.05.EG03** - Begin to adopt appropmate tone of voice and intonation patterns in spoken infomational, namative, and functional presentations.
- **FC.S.CN.05.04** - Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).
- **FC.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).
- **FC.S.CN.05.05** - Be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)
- **FC.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).
- **FC.S.DS.05.01** - Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other convemation protocols).
- **FC.S.DS.05.EG01** - Engage in substantive convemation -remaining focused on subject matter -with interchanges building on prior responses -in the context of book discussions, peer conferencing, or other interactions.
- **FC.S.DS.05.02** - Discuss namatives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.
- **FC.S.DS.05.EG02** - Tell/retell stories (poetry, folk literature, drama) using -story grammar -elaborated infomation about characters -characters' actions and motivations -setting (time and place) -plot -setting as related to plot.

- **FC.S.DS.05.03** - Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.
- **FC.S.DS.05.EG03** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
- **FC.S.DS.05.04** - Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.
- **FC.S.DS.05.EG04** - With assistance as needed, plan and deliver presentations or reports -using an informational, organizational pattern (description, cause and effect, compare and contrast) -using appropriate text features (illustrations, pictures) -providing supportive facts and details to make their point -using appropriate props
- **FC.L.CN.05.EG01** - Restate and follow two-step directions, and begin to ask appropriate questions during a presentation or report.
- **FC.L.CN.05.EG02** - Use effective listening and viewing behaviors in large and small group settings -eye contact -attentive -supportive.
- **FC.L.CN.05.EG03** - Listen to the comments of a peer and respond on topic and add a connected idea.
- **FC.L.CN.05.EG04** - Differentiate between sender, receiver, and message, such as -the meaning of the message may be conveyed and constructed for different purposes by the sender and receiver.
- **FC.L.RP.05.01** - Listen to or view in a variety of genres and compare their responses to those of their peers.
- **FC.L.RP.05.EG01** - Listen to or view and discuss a variety of genres.
- **FC.L.RP.05.02** - Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.05.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.05.03** - Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions.
- **FC.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.
- **FC.L.RP.05.04** - Begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).
- **FC.L.RP.05.EG04** - Combine skills to reveal strengthening literacy.
- **FC.L.RP.05.05** - Go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.
- **FC.L.RP.05.EG05** - Retell what a speaker said by repeating the main idea and connecting with personal experiences. **FC.R.WS.06.01** - Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

- **FC.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.
- **FC.R.WS.06.02** - Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication).
- **FC.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).
- **FC.R.WS.06.03** - Recognize frequently encountered words automatically.
- **FC.R.WS.06.EG03** - Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.
- **FC.R.WS.06.04** - Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).
- **FC.R.WS.06.EG04** - Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.
- **FC.R.WS.06.05** - Apply strategies to construct meaning and identify unknown words.
- **FC.R.WS.06.EG05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using -knowledge of language -sound/symbol/structural relationships -context.
- **FC.R.WS.06.06** - Read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds).
- **FC.R.WS.06.EG06** - Apply the following aspects of fluency -pauses and emphasis -punctuation cues -intonation -recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.
- **FC.R.WS.06.07** - Use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms)
- **FC.R.WS.06.EG07** - Determine the meaning of words and phrases in context, such as -synonyms, homonyms, multiple meaning words and using strategies and resources, such as -context clues, concept mapping, dictionary.
- **FC.R.NT.06.01** - Describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair.
- **FC.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.
- **FC.R.NT.06.02** - Analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action).
- **FC.R.NT.06.EG02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
- **FC.R.NT.06.03** - Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.
- **FC.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.
- **FC.R.NT.06.04** - Analyze how authors use dialogue, imagery, and understatement to develop plot.

- **FC.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.
- **FC.R.IT.06.01** - Analyze elements and style of informational genre (e.g., research report, how-to-articles, essays).
- **FC.R.IT.06.EG01** - Identify and describe a variety of informational/functional genre, such as -textbooks - encyclopedias -magazines.
- **FC.R.IT.06.02** - Analyze organizational patterns.
- **FC.R.IT.06.EG02** - Identify informational text patterns, such as -problem/solution -sequential -compare/contrast -descriptive.
- **FC.R.IT.06.03** - Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices).
- **FC.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.
- **FC.R.CM.06.01** - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.
- **FC.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.
- **FC.R.CM.06.02** - Read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text.
- **FC.R.CM.06.EG02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional texts.
- **FC.R.CM.06.03** - State global themes, universal truths, and principles within and across texts to create a deeper understanding.
- **FC.R.CM.06.EG03** - Begin to compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding, such as -a narrative to an informational text -a literature selection to a subject area text -an historical event to a current event.
- **FC.R.CM.06.04** - Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.
- **FC.R.CM.06.EG04** - Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
- **FC.R.MT.06.01** - Independently self-monitor Comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)
- **FC.R.MT.06.EG01** - Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, such as -predicting -constructing mental images - representing ideas in text -questioning, -rereading or listening again -inferring -summarizing.

- **FC.R.MT.06.02** - Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides).
- **FC.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.
- **FC.R.CS.06.01** - Compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.
- **FC.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.
- **FC.R.AT.06.01** - Be enthusiastic about reading and do substantial reading on their own.
- **FC.R.AT.06.EG01** - Be enthusiastic about reading and learning how to read.
- **FC.W.GN.06.01** - Write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery.
- **FC.W.GN.06.EG01** - Write a personal narrative that -depicts major story events -uses illustrations to match mood -contains setting, problem/solution, and sequenced events.
- **FC.W.GN.06.02** - Write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas.
- **FC.W.GN.06.EG02** - Write an informational piece that focuses on a functional activity using -descriptive - enumerative -sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **FC.W.GN.06.03** - Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.
- **FC.W.GN.06.EG03** - Use the writing process to produce and present a research project -beginning with a teacher-selected topic -initiating research questions from content area text -using a variety of electronic and print resources to gather and organize information.
- **FC.W.PR.06.01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.06.EG01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.06.02** - Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/ solution, and sequence).
- **FC.W.PR.06.EG02** - Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).

- **FC.W.PR.06.03** - Review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics.
- **FC.W.PR.06.EG03** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
- **FC.W.PR.06.04** - Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example).
- **FC.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.
- **FC.W.PR.06.05** - Edit their writing using proofreaders' checklists both individually and in peer editing groups.
- **FC.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.
- **FC.W.PS.06.01** - Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
- **FC.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).
- **FC.W.GR.06.01** - In the context of their writing, use style conventions (e.g., mla) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes.
- **FC.W.SP.06.01** - Spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing.
- **FC.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.
- **FC.W.HW.06.01** - Be legible in their compositions.
- **FC.W.HW.06.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **FC.W.AT.06.01** - Be enthusiastic about writing.
- **FC.W.AT.06.EG01** - Be enthusiastic about writing and learning how to write.
- **FC.S.CN.06.01** - Ask and respond to questions and remarks to engage the audience when presenting texts.
- **FC.S.CN.06.EG01** - Express time relationships using correct verb tenses.
- **FC.S.CN.06.02** - Use rhyme, rhythm, cadence, and word play for effect when presenting.
- **FC.S.CN.06.EG02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -getting information -making requests -discussing -making presentations -interacting on the playground and in the classroom.
- **FC.S.CN.06.03** - Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).

- **FC.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).
- **FC.S.DS.06.01** - Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).
- **FC.S.DS.06.EG01** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -getting information -making requests -discussing -making presentations -interacting on the playground and in the classroom.
- **FC.S.DS.06.02** - Discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme.
- **FC.S.DS.06.EG02** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
- **FC.S.DS.06.03** - Discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense).
- **FC.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).
- **FC.S.DS.06.04** - Plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered.
- **FC.S.DS.06.EG04** - With assistance as needed, plan and deliver presentations using an effective informational organizational pattern, such as -descriptive -problem/solution -cause and effect) -supportive facts and -details reflecting a variety of resources.
- **FC.L.CN.06.01** - Respond to, evaluate, and analyze speeches and presentations delivered by peers.
- **FC.L.CN.06.EG01** - Respond to questions asked of them, providing an appropriate level of detail.
- **FC.L.CN.06.02** - Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.
- **FC.L.CN.06.EG02** - Listen and interact appropriately and view knowledgably.
- **FC.L.RP.06.01** - Summarize, take notes on key points, and ask clarifying questions.
- **FC.L.RP.06.EG01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
- **FC.L.RP.06.02** - Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.06.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.06.03** - Identify a speaker's affective communications expressed through tone, mood, and emotional cues.
- **FC.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.

- **FC.L.RP.06.04** - Relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communication (e.g., eye contact, posture, gestures).
- **FC.L.RP.06.EG04** - Distinguish between a speaker's verbal and non-verbal communication strategies.
- **FC.L.RP.06.05** - Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.
- **FC.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.
- **FC.L.RP.06.06** - Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.
- **FC.L.RP.06.EG06** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- **FC.L.RP.06.07** - Identify persuasive and propaganda techniques used in television, and identify false and misleading information.
- **FC.L.RP.06.EG07** - Begin to demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.
- **FC.R.WS.07.01** - Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- **FC.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.
- **FC.R.WS.07.02** - Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication).
- **FC.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).
- **FC.R.WS.07.03** - Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).
- **FC.R.WS.07.EG03** - Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.
- **FC.R.WS.07.04** - Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).
- **FC.R.WS.07.EG04** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- **FC.R.WS.07.05** - Apply strategies to construct meaning and identify unknown words.
- **FC.R.WS.07.EG05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using -knowledge of language -sound/symbol/structural relationships -context.
- **FC.R.WS.07.06** - Read fluently seventh grade level texts (increasingly demanding texts read with fluency as the year proceeds).

- **FC.R.WS.07.EG06** - Apply the following aspects of fluency -pauses and emphasis -punctuation cues -intonation -recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.
- **FC.R.WS.07.07** - Use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures).
- **FC.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).
- **FC.R.NT.07.01** - Identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences.
- **FC.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.
- **FC.R.NT.07.02** - Analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends).
- **FC.R.NT.07.EG02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
- **FC.R.NT.07.03** - Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.
- **FC.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.
- **FC.R.NT.07.04** - Analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration).
- **FC.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.
- **FC.R.IT.07.01** - Analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography).
- **FC.R.IT.07.EG01** - Identify and describe a variety of informational/functional genre (e.g., textbooks, encyclopedia, magazines).
- **FC.R.IT.07.02** - Analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence).
- **FC.R.IT.07.EG02** - Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).
- **FC.R.IT.07.03** - Explain how authors use writer's craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices).
- **FC.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.
- **FC.R.CM.07.01** - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.

- **FC.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.
- **FC.R.CM.07.02** - Read, retell, and summarize grade level appropriate narrative and informational texts.
- **FC.R.CM.07.EG02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.
- **FC.R.CM.07.03** - State global themes, universal truths, and principles within and across texts to create a deeper understanding.
- **FC.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).
- **FC.R.CM.07.04** - Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.
- **FC.R.CM.07.EG04** - Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
- **FC.R.MT.07.01** - Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading, or listening again if uncertain about meaning, inferring, summarizing).
- **FC.R.MT.07.EG01** - Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, such as -predicting -constructing mental images - representing ideas in text -questioning -rereading or listening again -inferring -summarizing.
- **FC.R.MT.07.02** - Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., sqp3r, pattern guides).
- **FC.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.
- **FC.R.CS.07.01** - Analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.
- **FC.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.
- **FC.R.AT.07.01** - Be enthusiastic about reading and do substantial reading on their own.
- **FC.R.AT.07.EG01** - Be enthusiastic about reading for leisure and to gain information.
- **FC.W.GN.07.01** - Write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).
- **FC.W.GN.07.EG01** - Write a personal narrative that -depicts major story events -uses illustrations to match mood -contains setting, problem/solution, and sequenced events.

- **FC.W.GN.07.02** - Write a research report (e.g., i-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features.
- **FC.W.GN.07.EG02** - Write an informational piece that focuses on a functional activity using -descriptive - enumerative -sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **FC.W.GN.07.03** - Formulate research questions using multiple resources, perspectives, and arguments/ counterarguments to develop a thesis statement that culminates in a presented, final project.
- **FC.W.GN.07.EG03** - Use the writing process to produce and present a research project -beginning with a teacher-selected topic -initiating research questions from content area text -using a variety of electronic and print resources to gather and organize information.
- **FC.W.PR.07.01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.07.EG01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.07.02** - Apply a variety of pre-writing strategies for narrative (e.g., story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution, compare/contrast).
- **FC.W.PR.07.EG02** - Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).
- **FC.W.PR.07.03** - Revise their writing to reflect different perspectives for multiple purposes.
- **FC.W.PR.07.EG03** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
- **FC.W.PR.07.04** - Select and use titles, leads, and endings to achieve a specific purpose for specific audiences. (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent).
- **FC.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.
- **FC.W.PR.07.05** - Edit their writing using proofreaders' checklists both individually and in peer editing groups.
- **FC.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.
- **FC.W.PS.07.01** - Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
- **FC.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).

- **FC.W.GR.07.01** - In the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns.
- **FC.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.
- **FC.W.SP.07.01** - Correctly spell the derivatives of bases and affixes in the context of their own writing.
- **FC.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).
- **FC.W.HW.07.01** - Be legible in their compositions.
- **FC.W.HW.07.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **FC.W.AT.07.01** - Be enthusiastic about writing.
- **FC.W.AT.07.EG01** - Be enthusiastic about writing.
- **FC.S.CN.07.01** - Use specialized language related to a topic and select words carefully to achieve precise meaning when presenting.
- **FC.S.CN.07.EG01** - Express time relationships using correct verb tenses.
- **FC.S.CN.07.02** - Use slang, dialect, and colloquial language suitably to create interest and drama when presenting.
- **FC.S.CN.07.EG02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -getting information -making requests -discussing -making presentations -interacting on the playground and in the classroom.
- **FC.S.CN.07.03** - Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).
- **FC.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).
- **FC.S.DS.07.01** - Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles. Partnerships, or other conversation protocols).
- **FC.S.DS.07.EG01** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -getting information -making requests -discussing -making presentations -interacting in the cafeteria, at assemblies and sporting events, and in the classroom.
- **FC.S.DS.07.02** - Discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.
- **FC.S.DS.07.EG02** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.

- **FC.S.DS.07.03** - Discuss their written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, specific narrative actions such as gestures, movements, and expressions).
- **FC.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.
- **FC.S.DS.07.04** - Plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact), is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence), and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience.
- **FC.S.DS.06.EG04_1** - Plan and deliver presentations using an effective informational organizational pattern, such as -descriptive -problem/solution -cause and effect) -supportive facts and -details reflecting a variety of resources.
- **FC.L.CN.07.01** - Distinguish facts from opinions and question their validity during speeches and presentations delivered by peers.
- **FC.L.CN.07.EG01** - Respond to questions asked of them, providing an appropriate level of detail.
- **FC.L.CN.07.02** - Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.
- **FC.L.CN.07.EG02** - Listen and interact appropriately and view knowledgably.
- **FC.L.RP.07.01** - Identify, state, and react to a speaker's point of view and bias.
- **FC.L.RP.07.EG01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
- **FC.L.RP.07.02** - Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.07.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.07.03** - Identify a speaker's attitude toward a subject.
- **FC.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.
- **FC.L.RP.07.04** - Ask probing questions of speakers, focusing on claims and conclusions presented.
- **FC.L.RP.07.EG04** - With assistance as needed, ask probing questions of speakers, focusing on claims and conclusions presented.
- **FC.L.RP.07.05** - Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.
- **FC.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.
- **FC.L.RP.07.06** - Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.

- **FC.L.RP.07.EG06** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- **FC.L.RP.07.07** - Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the techniques used achieved their intended effects.
- **FC.L.RP.07.EG07** - Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.
- **FC.R.WS.08.01** - Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- **FC.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.
- **FC.R.WS.08.02** - Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication).
- **FC.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).
- **FC.R.WS.08.03** - Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).
- **FC.R.WS.08.EG03** - Read automatically by sight the 1000 Dolch first words and other frequently encountered vocabulary.
- **FC.R.WS.08.04** - Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).
- **FC.R.WS.08.EG04** - Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- **FC.R.WS.08.05** - Apply strategies to construct meaning and identify unknown words.
- **FC.R.WS.08.EG05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using -knowledge of language -sound/symbol/structural relationships -context.
- **FC.R.WS.08.06** - Read fluently eighth grade level texts (increasingly demanding texts read with fluency as the year proceeds).
- **FC.R.WS.08.EG06** - Apply the following aspects of fluency -pauses and emphasis -punctuation cues -intonation and -recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.
- **FC.R.WS.08.07** - Use strategies (e.g., prior knowledge, text features, structures) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms).
- **FC.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).

- **FC.R.NT.08.01** - Investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences.
- **FC.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.
- **FC.R.NT.08.02** - Analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction).
- **FC.R.NT.08.EG02** - Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).
- **FC.R.NT.08.03** - Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.
- **FC.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.
- **FC.R.NT.08.04** - Analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters.
- **FC.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.
- **FC.R.IT.08.01** - Analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essays).
- **FC.R.IT.08.EG01** - Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).
- **FC.R.IT.08.02** - Analyze organizational patterns (e.g., theory, evidence, sequence).
- **FC.R.IT.08.EG02** - Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).
- **FC.R.IT.08.03** - Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes).
- **FC.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.
- **FC.C.CM.08.01** - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.
- **FC.C.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.
- **FC.C.CM.08.02** - Read, retell, and summarize grade level appropriate narrative and informational texts.
- **FC.C.CM.08.EG02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.
- **FC.C.CM.08.03** - State global themes, universal truths, and principles within and across texts to create a deeper understanding.

- **FC.C.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).
- **FC.C.CM.08.04** - Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.
- **FC.C.CM.08.EG04** - Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
- **FC.R.MT.08.01** - Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).
- **FC.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).
- **FC.R.MT.08.02** - Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.
- **FC.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.
- **FC.R.CS.08.01** - Evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.
- **FC.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.
- **FC.R.AT.08.01** - Be enthusiastic about reading and do substantial reading on their own.
- **FC.R.AT.08.EG01** - Be enthusiastic about reading for leisure and to gain information.
- **FC.W.GN.08.01** - Write a cohesive, narrative piece that includes appropriate conventions to the genre (e.g., historical fiction, science fiction, realistic fiction) and employ literary and plot devices (e.g., narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery).
- **FC.W.GN.08.EG01** - Write a personal narrative that -depicts major story events -uses illustrations to match mood -contains setting, problem/solution, and sequenced events.
- **FC.W.GN.08.02** - Write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations.
- **FC.W.GN.08.EG02** - Write an informational piece that focuses on a functional activity (e.g., a report, letter, steps in a process) using -descriptive -enumerative -sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **FC.W.GN.08.03** - Formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/ counterarguments that culminate in a presented, final project.

- **FC.W.GN.08.EG03** - Use the writing process to produce and present a research project -beginning with a teacher-selected topic -initiating research questions from content area text -using a variety of resources to gather and organize information.
- **FC.W.PR.08.01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.08.EG01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.
- **FC.W.PR.08.02** - Apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns).
- **FC.W.PR.08.EG02** - Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).
- **FC.W.PR.08.03** - Experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance).
- **FC.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.
- **FC.W.PR.08.04** - Review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity.
- **FC.W.PR.08.EG04** - Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
- **FC.W.PR.08.05** - Edit their writing using proofreaders' checklists both individually and in peer editing group.
- **FC.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.
- **FC.W.PS.08.01** - exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).
- **FC.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).
- **FC.W.GR.08.01** - In the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses.
- **FC.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.
- **FC.W.SP.08.01** - Use correct spelling conventions in the context of their own writing.
- **FC.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).

- **FC.W.HW.08.01** - Be legible in their compositions.
- **FC.W.HW.08.EG01** - Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.
- **FC.W.AT.08.01** - Be enthusiastic about writing.
- **FC.W.AT.08.EG01** - Be enthusiastic about writing.
- **FC.S.CN.08.01** - Use enunciation and stress to emphasize key ideas and concepts when presenting.
- **FC.S.CN.08.EG01** - Express time relationships using correct verb tenses.
- **FC.S.CN.08.02** - Use body language (e.g., gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting.
- **FC.S.CN.08.EG02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -getting information -making requests -discussing -making presentations -interacting on the playground and in the classroom.
- **FC.S.CN.08.03** - Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).
- **FC.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).
- **FC.S.DS.08.01** - Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships or other conversation protocols).
- **FC.S.DS.08.EG01** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -getting information -making requests -discussing -making presentations -interacting in the cafeteria, at assemblies and sporting events, and in the classroom.
- **FC.S.DS.08.02** - Discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme.
- **FC.S.DS.08.EG02** - Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
- **FC.S.DS.08.03** - Discuss their written narratives (e.g., biographies and autobiographies) with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters).
- **FC.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.
- **FC.S.DS.08.04** - Plan (e.g., outline including introduction, points to be made, a summary, effective conclusion) and deliver an informational presentation that incorporates precise, interesting, vivid language in the active voice, is organized logically to convey the message, includes persuasive non-verbal techniques (e.g., voice modulation, expression, tone, appropriate pace), makes use of rhetorical strategies (e.g., supportive narratives, key information, vivid descriptions) to support the purpose of the presentation and to positively impact the intended audience.

- **FC.S.DS.08.EG04** - Plan and deliver presentations using an effective informational organizational pattern, such as -descriptive -problem/solution -cause and effect) -supportive facts and -details reflecting a variety of resources.
- **FC.L.CN.08.01** - Listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support.
- **FC.L.CN.08.EG01** - Respond to questions asked of them, providing an appropriate level of detail.
- **FC.L.CN.08.02** - Demonstrate the appropriate social skills of audience behavior and critically Examine the verbal and non-verbal strategies in the communication process.
- **FC.L.CN.08.EG02** - Listen and interact appropriately and view knowledgably.
- **FC.L.RP.08.01** - React to a speaker's intent and apply a speaker's reasoning to other situations and topics.
- **FC.L.RP.08.EG01** - Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
- **FC.L.RP.08.02** - Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.08.EG02** - Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.08.03** - Paraphrase a speaker's main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation.
- **FC.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.
- **FC.L.RP.08.04** - Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.
- **FC.L.RP.08.EG04** - Distinguish between a speaker's verbal and non-verbal communication strategies.
- **FC.L.RP.08.05** - Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.
- **FC.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.
- **FC.L.RP.08.06** - Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.
- **FC.L.RP.08.EG06** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- **FC.L.RP.08.07** - Interpret and analyze the various ways in which visual imagemakers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.
- **FC.L.RP.08.EG07** - Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.
- **FC.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.

- **FC.R.WS.11.EB02** - Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).
- **FC.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.
- **FC.CS.01.HS.04** - Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
- **FC.R.WS.11.EB04** - Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.
- **FC.CS.01.HS.03** - Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.
- **FC.R.WS.11.EB05** - Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts, such as -engage actively in reading a variety of genre -self-monitor and correct in narrative, informational, and functional text -use a thesaurus.
- **FC.R.WS.11.EB06** - Read with developing fluency a variety of grade level appropriate narrative, informational, and functional text.
- **FC.CS.03.HS.06** - Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic resources.
- **FC.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).
- **FC.CS.05.HS.02** - Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
- **FC.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.
- **FC.R.NT.11.EB02** - Identify and describe a variety of narrative genre, such as -poetry -myths/ legends -fantasy -adventure.
- **FC.CS.08.HS.02** - Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.
- **FC.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.
- **FC.CS.08.HS.04** - Identify and use aspects of the craft of the speakers, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetic, and persuasive techniques.
- **FC.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.

- **FC.R.IT.11.EB01** - Identify and explain the defining characteristics of informational genre, such as - autobiography/biography -personal essay -almanac -newspaper.
- **FC.CS.08.HS.03** - Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.
- **FC.R.IT.11.EB02** - Identify and describe informational text patterns, such as -compare/contrast -position/support -problem/solution.
- **FC.CS.08.HS.05** - Describe and use the characteristics of various oral, visual, and written texts (e.g., debate, drama, primary documents, and documentaries) and the textual aids they employ (e.g., prefaces, appendices, lighting effects, and microfiche headings) to convey meaning and inspire audiences.
- **FC.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.
- **FC.CS.10.HS.01** - Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.
- **FC.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.
- **FC.CS.07.HS.01** - Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.
- **FC.R.CM.11.EB02** - Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.
- **FC.R.CM.11.EB03** - Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding, such as -categorize and classify -compare and contrast -draw parallels across time and culture.
- **FC.CS.09.HS.02** - Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.
- **FC.R.CM.11.EB04** - Apply significant knowledge from what is read in grade level science, social studies, and mathematics texts.
- **FC.CS.07.HS.02** - Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations.
- **FC.R.MT.11.EB01** - Independently self-monitor comprehension when reading or listening to text, and with assistance as needed, use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussions, such as -predicting -constructing mental images -representing ideas in text -questioning, rereading, or listening again -inferring -summarizing.
- **FC.CS.03.HS.05** - Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.

- **FC.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).
- **FC.CS.12.HS.02** - Analyze and apply individual, shared, and academic standards in various contexts.
- **FC.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.
- **FC.CS.01.HS.01** - Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
- **FC.R.AT.04.01_1** - Be enthusiastic about reading for leisure, to gain information, and to help with decisions.
- **FC.CS.01.HS.02** - Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.
- **FC.R.AT.04.02** - Do substantial reading and writing on their own.
- **FC.W.GN.11.EB01** - Write a narrative piece (e.g., personal, realistic, or adventure story) creating relationships among setting, characters, theme, and plot.
- **FC.W.GN.11.EB02** - Write an informational piece that focuses on a functional activity (e.g., a report, letter, opinion/reason) using -descriptive --compare/contrast --cause/effect -enumerative -sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- **FC.CS.02.HS.01** - Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
- **FC.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.
- **FC.CS.11.HS.01** - Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis.
- **FC.CS.11.HS.02** - Determine, evaluate, and use resources that are most appropriate and readily available for investigating a particular question or topic.
- **FC.CS.11.HS.03** - Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.
- **FC.W.GN.11.EB04** - Use the writing process to produce and present a research project using a teacher-approved topic -finding and narrowing research questions -using a variety of electronic and print resources -taking notes -organizing relevant information to draw conclusions
- **FC.CS.02.HS.02** - Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts. Examples include experimentation with time, stream of consciousness, multiple perspectives, and use of complex grammatical conventions.
- **FC.W.PR.11.EB01** - Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.

- **FC.CS.07.HS.04** - Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the relationship between form and meaning.
- **FC.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).
- **FC.CS.08.HS.01** - Identify and use selectively mechanics that facilitate understanding.
- **FC.W.PR.11.EB03** - Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.
- **FC.W.PR.11.EB04** - Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, such as -rearranging paragraphs and/or sequence -relating main and supporting ideas -using comparative transitions.
- **FC.CS.02.HS.03** - Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.
- **FC.W.PR.11.EB05** - Edit and proofread their writing using appropriate resources, such as -dictionary -spell check -grammar check -grammar references, writing references and -grade level appropriate checklists both individually and in groups.
- **FC.CS.06.HS.02** - Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
- **FC.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).
- **FC.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.
- **FC.CS.02.HS.04** - Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.
- **FC.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).
- **FC.W.HW.11.EB01** - Write neatly and legibly
- **FC.CS.06.HS.04** - Document and enhance a developing voice with authentic writings for different audiences and purposes.
- **FC.CS.12.HS.04** - Create a collection of personal work based on individual, shared and academic standards, justifying judgments about the craft and significance of each selection.
- **FC.W.AT.11.EB01** - Be enthusiastic about writing.
- **FC.CS.03.HS.07** - Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence audiences. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.

- **FC.S.CN.11.EB01** - Express ideas using more complex ideas.
- **FC.S.CN.11.EB02** - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as -community-building -appreciation/ invitations -cross-curricular discussions.
- **FC.CS.04.HS.05** - Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.
- **FC.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.)
- **FC.CS.04.HS.03** - Explore and explain how the same words can have different usages and meanings in different contexts, cultures and communities.
- **FC.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).
- **FC.CS.10.HS.02** - Function as literate individuals in varied contexts within their lives in and beyond the classroom.
- **FC.S.DS.11.EB01** - Engage in interactive, extended discourse to socially construct meaning, such as -book clubs -literature circles -partnerships or other conversation protocols).
- **FC.CS.08.HS.02_1** - Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives.
- **FC.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.
- **FC.S.DS.11.EB03** - Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.
- **FC.CS.11.HS.04** - Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.
- **FC.S.DS.11.EB04** - Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern, such as -descriptive -problem/solution -cause/effect -supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.
- **FC.L.CN.11.EB01** - Respond to questions asked of them, providing appropriate elaboration and details.
- **FC.L.CN.11.EB02** - Listen and interact appropriately and view knowledgeably in small and large group settings.
- **FC.CS.03.HS.04** - Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).
- **FC.L.CN.11.EB03** - Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- **FC.CS.03.HS.02** - Consistently use strategies to regulate the effects of variables on the communication process.

- **FC.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.
- **FC.L.RP.11.EB01** - Listen to or view in a variety of genres and compare their responses to those of their peers.
- **FC.CS.05.HS.01** - Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.L.RP.11.EB02** - Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- **FC.CS.03.HS.08** - Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.
- **FC.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.
- **FC.CS.03.HS.01** - Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.
- **FC.L.RP.11.EB04** - Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).
- **FC.CS.03.HS.05_1** - Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.
- **FC.L.RP.11.EB05** - Summarize the major ideas and evidence presented in spoken messages and formal presentations.

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