

# Extended Grade Level and High School Expectations Supported Independence and Participation Language Arts

## Supported Independence

- **EGLAHSCE.LA.3-5.R** - Reading
  - **EGLAHSCE.LA.3-5.R.WS** - Word Study
    - **EGLAHSCE.LA.3-5.R.WS.e4.SI.EG01a** - Use simple structural and context cues to recognize words paired with pictures and/or objects (e.g., letter/sound including initial and final consonant sounds, word families including single syllable).
    - **EGLAHSCE.LA.3-5.R.WS.e4.SI.EG02a** - Use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects in context (e.g., understand familiar and functional words when they are paired with picture symbols such as, skull and crossbones paired with poison).
    - **EGLAHSCE.LA.3-5.R.WS.e4.SI.EG03a** - Recognize frequently encountered and personally meaningful words paired with pictures and/or objects (e.g., first name, family member names, academic [colors, shapes], up to 5-10 functional words and/or symbols [e.g., stop, men, women, exit, walk]).
    - **EGLAHSCE.LA.3-5.R.WS.e4.SI.EG04a** - Know the meaning of frequently encountered content-area words paired with pictures and/or objects (e.g., science, mathematics).
    - **EGLAHSCE.LA.3-5.R.WS.e4.SI.EG07a** - Recognize words paired with pictures and/or objects associated with familiar tasks (e.g., classroom jobs, hobbies, school work).
  - **EGLAHSCE.LA.3-5.R.FL** - Fluency
    - **EGLAHSCE.LA.3-5.R.FL.e2.SI.EG03a** - Apply the following aspects of fluency: naming some letters, associating some letters and their sounds, recognizing a few words paired with pictures and/or objects both when encountered in context and isolation, and demonstrating understanding a limited number of concepts of print.
  - **EGLAHSCE.LA.3-5.R.NT** - Narrative Text
    - **EGLAHSCE.LA.3-5.R.NT.e4.SI.EG01a** - Identify shared human experiences depicted in classic and contemporary literature from around the world.
    - **EGLAHSCE.LA.3-5.R.NT.e4.SI.EG02a** - Identify a variety of narrative text genre (e.g., stories, poetry, songs).
    - **EGLAHSCE.LA.3-5.R.NT.e4.SI.EG03a** - Identify simple story elements in narrative text (e.g., characters, setting, story sequence).
    - **EGLAHSCE.LA.3-5.R.NT.e4.SI.EG04a** - Identify what makes stories fiction vs. fact and why an author makes that choice.
  - **EGLAHSCE.LA.3-5.R.IT** - Informational Text
    - **EGLAHSCE.LA.3-5.R.IT.e4.SI.EG01a** - Identify a variety of informational/functional texts (e.g., books, magazines, newspapers, calendars, picture books, informational comic books).
    - **EGLAHSCE.LA.3-5.R.IT.e4.SI.EG02a** - Identify simple informational/functional text patterns (e.g., sequencing, compare/contrast, problem/solution).
    - **EGLAHSCE.LA.3-5.R.IT.e4.SI.EG03a** - Identify that pictures and/or drawings enhance understanding of text (e.g., use pictures as context clues).

- **EGLAHSCE.LA.3-5.R.CM** - Comprehension
  - **EGLAHSCE.LA.3-5.R.CM.e4.SI.EG01a** - Connect words, pictures, personal knowledge, and/or experience to draw conclusions and make predictions about simple text.
  - **EGLAHSCE.LA.3-5.R.CM.e4.SI.EG02a** - Retell an important event from familiar text using picture prompts and/or words (e.g., how a character behaved, how a story began/ended).
  - **EGLAHSCE.LA.3-5.R.CM.e4.SI.EG03a** - Identify that characters are like people within and across texts (e.g., they make choices, have thoughts and feelings).
  - **EGLAHSCE.LA.3-5.R.CM.e4.SI.EG04a** - Ask questions about content area text (e.g., science and social studies material).
- **EGLAHSCE.LA.3-5.R.MT** - Metacognition
  - **EGLAHSCE.LA.3-5.R.MT.e4.SI.EG01a** - Use self-monitoring comprehension strategies when interacting with text (e.g., questioning, re-reading, re-telling).
  - **EGLAHSCE.LA.3-5.R.MT.e4.SI.EG02a** - Use processes to construct and/or convey meaning (e.g., creating lists, creating graphic organizers).
- **EGLAHSCE.LA.3-5.R.CS** - Critical Standards
  - **EGLAHSCE.LA.3-5.R.CS.e4.SI.EG01a** - Assess personal work and the work of others based on predetermined criteria (e.g., content, production, presentation).
- **EGLAHSCE.LA.3-5.R.AT** - Reading Attitude
  - **EGLAHSCE.LA.3-5.R.AT.e4.SI.EG01a** - Be enthusiastic about reading and learning how to read (e.g., selecting a variety of age appropriate texts for reading, listening, viewing enjoyment).
- **EGLAHSCE.LA.3-5.W\_1** - Writing
  - **EGLAHSCE.LA.3-5.W.GN\_1** - Writing Genres
    - **EGLAHSCE.LA.3-5.W.GN.e4.SI.EG01a** - Write and/or develop a personal narrative by drawing a picture, telling about themselves, and/or using word approximations in combination to create simple sentence structure.
    - **EGLAHSCE.LA.3-5.W.GN.e4.SI.EG02a** - Use poetic language (e.g., identify rhyming words, rhyme with given words).
    - **EGLAHSCE.LA.3-5.W.GN.e4.SI.EG03a** - Write an informational piece using symbols, pictures, and/or print (e.g., labeling a project, class assignment, sharing a presentation).
    - **EGLAHSCE.LA.3-5.W.GN.e4.SI.EG04a** - Contribute to a class list in preparation for a class research project (e.g., brainstorming areas of interest for research).
  - **EGLAHSCE.LA.3-5.W.PR\_1** - Writing Process
    - **EGLAHSCE.LA.3-5.W.PR.e4.SI.EG01a** - Identify an audience for an age appropriate story and/or drawing (e.g., people who like stories about animals, children, etc.).
    - **EGLAHSCE.LA.3-5.W.PR.e4.SI.EG02a** - Use prewriting strategies to develop a personal narrative (e.g., story maps, outlines).
    - **EGLAHSCE.LA.3-5.W.PR.e4.SI.EG03a** - Write own name and personally meaningful words using semi-phonetic spelling to represent text (e.g., labeling a picture, assigning a message to symbols).

- **EGLAHSCE.LA.3-5.W.PR.e4.SI.EG05a** - Make simple edits to personal writing and/or pictures (e.g., adding detail).
- **EGLAHSCE.LA.3-5.W.PS\_1** - Personal Style
- **EGLAHSCE.LA.3-5.W.PS.e4.SI.EG01a** - Show originality in oral, written, and/or visual narrative messages (e.g., natural language, expressed sentiment, original ideas).
- **EGLAHSCE.LA.3-5.W.GR\_1** - Grammar and Usage
- **EGLAHSCE.LA.3-5.W.GR.e4.SI.EG01a** - Use rudimentary sentences in writing with words and/or pictures (e.g., noun/verb, noun/adjective, simple punctuation).
- **EGLAHSCE.LA.3-5.W.SP\_1** - Spelling
- **EGLAHSCE.LA.3-5.W.SP.e4.SI.EG01a** - Accurately copy personal information and frequently encountered words (e.g., first name, last name, safety words, address).
- **EGLAHSCE.LA.3-5.W.HW\_1** - Handwriting
- **EGLAHSCE.LA.3-5.W.HW.e4.SI.EG01a** - Copy upper and lower case letters legibly.
- **EGLAHSCE.LA.3-5.W.AT\_1** - Writing Attitude
- **EGLAHSCE.LA.3-5.W.AT.e4.SI.EG01a** - Be enthusiastic about writing and learning how to write (e.g., selecting a variety of age appropriate words and/or symbols to write).
- **EGLAHSCE.LA.3-5.S\_1** - Speaking, Listening, and Viewing
- **EGLAHSCE.LA.3-5.S.CN\_1** - Speaking Conventions
- **EGLAHSCE.LA.3-5.S.CN.e4.SI.EG01a** - Use simple grammatical structures correctly (e.g., singular/plural nouns, appropriate pronouns).
- **EGLAHSCE.LA.3-5.S.CN.e4.SI.EG02a** - Use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).
- **EGLAHSCE.LA.3-5.S.CN.e5.SI.EG03a** - Recognize the need for appropriate voice volume in varied contexts (e.g., playground, classroom).
- **EGLAHSCE.LA.3-5.S.CN.e4.SI.EG05a** - Recognize that language differs between locations and contexts as a function of linguistic and/or cultural group membership (e.g., language differences on the playground, classroom).
- **EGLAHSCE.LA.3-5.S.DS\_1** - Spoken Discourse
- **EGLAHSCE.LA.3-5.S.DS.e4.SI.EG01a** - Engage in and focus on age appropriate conversations for a variety of purposes (e.g., promoting self-advocacy, collecting information).
- **EGLAHSCE.LA.3-5.S.DS.e4.SI.EG02a** - Retell main facts from narrative stories (e.g., main character, setting).
- **EGLAHSCE.LA.3-5.S.DS.e4.SI.EG04a** - Deliver simple presentations for functional purposes (e.g., introductions, classroom tours, school tours).
- **EGLAHSCE.LA.3-5.L.CN\_1** - Listening Conventions
- **EGLAHSCE.LA.3-5.L.CN.e4.SI.EG01a** - Understand and follow one and two-step directions.
- **EGLAHSCE.LA.3-5.L.CN.e4.SI.EG02a** - Listen receptively and interact appropriately in conversations and as part of an audience (e.g., orienting to the speaker, not interrupting).
- **EGLAHSCE.LA.3-5.L.RP\_1** - Response

- **EGLAHSCE.LA.3-5.L.RP.e4.SI.EG03a** - Demonstrate understanding of age appropriate text content (e.g., discuss and/or illustrate main ideas, answer questions).
- **EGLAHSCE.LA.3-5.L.RP.e7.SI.EGAA** - Identify simple techniques used by speakers to present information (e.g., persuasive, informative).
- **EGLAHSCE.LA.6-8.R\_1** - Reading
  - **EGLAHSCE.LA.6-8.R.WS\_1** - Word Study
    - **EGLAHSCE.LA.6-8.R.WS.m7.SI.EG01a** - Use a variety of structural and context cues to recognize words paired with pictures and/or objects (e.g., letter/sound including initial and final common blends, word families including single and multiple syllables).
    - **EGLAHSCE.LA.6-8.R.WS.m7.SI.EG02a** - Use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects (e.g., use pictures accompanied by a key word in phrases or short sentences to demonstrate understanding of sequence for familiar tasks, such as visual calendars).
    - **EGLAHSCE.LA.6-8.R.WS.m7.SI.EG03a** - Recognize frequently encountered and personally meaningful words paired with pictures and/or objects (e.g., first and last name, family member names, address, academic [colors, shapes, supplies], up to 10-20 functional words and/or symbols [e.g. stop, men, women, exit, walk, poison, danger]).
    - **EGLAHSCE.LA.6-8.R.WS.m7.SI.EG04a** - Know the meaning of frequently encountered content-area words paired with pictures and/or objects (e.g., science, mathematics, social studies).
    - **EGLAHSCE.LA.6-8.R.WS.m7.SI.EG07a** - Recognize sets of words paired with pictures and/or objects associated with specific tasks (e.g., create word lists and/or themes related to vocations, hobbies, school).
  - **EGLAHSCE.LA.6-8.R.FL\_1** - Fluency
    - **EGLAHSCE.LA.6-8.R.FL.m2.SI.EGAA** - Apply an increasing number of the following aspects of fluency: naming letters, associating letters and their sounds, recognizing a few words paired with pictures and/or objects both when encountered in context and isolation, and demonstrating understanding of concepts of print, pausing and emphasizing, using punctuation cues.
  - **EGLAHSCE.LA.6-8.R.NT** - Narrative Text
    - **EGLAHSCE.LA.6-8.R.NT.m7.SI.EG01a** - Identify shared human experiences depicted in classic and contemporary literature from around the world, as they relate to personal experiences.
    - **EGLAHSCE.LA.6-8.R.NT.m7.SI.EG02a** - Identify and describe a variety of narrative text genre (e.g., stories, poetry, songs).
    - **EGLAHSCE.LA.6-8.R.NT.m7.SI.EG03a** - Identify an increasing number of story elements in narrative text (e.g., character motivations, conflict, setting, story sequence).
    - **EGLAHSCE.LA.6-8.R.NT.m7.SI.EG04a** - Understand what makes stories fiction vs. fact and how that relates to the author's purpose (e.g., entertain vs. inform).
  - **EGLAHSCE.LA.6-8.R.IT\_1** - Informational Text
    - **EGLAHSCE.LA.6-8.R.IT.m7.SI.EG01a** - Identify an increasing variety of informational/functional texts (e.g., books, magazines, newspapers, cookbooks, calendars, picture dictionaries, phone books, coupons).
    - **EGLAHSCE.LA.6-8.R.IT.m7.SI.EG02a** - Identify an increasing variety of informational/functional text patterns (e.g., sequencing, compare/contrast, problem/solution, cause/effect).

- **EGLAHSCE.LA.6-8.R.IT.m7.SI.EG03a** - Follow simple directions using headings and/or subheadings, in picture and/or word text (e.g., follow a simple recipe, complete a project).
- **EGLAHSCE.LA.6-8.R.CM\_1** - Comprehension
- **EGLAHSCE.LA.6-8.R.CM.m7.SI.EG01a** - Connect words, pictures, personal knowledge, experience, and/or understanding of the world to draw conclusions and make predictions about text.
- **EGLAHSCE.LA.6-8.R.CM.m7.SI.EG02a** - Retell up to three important events from familiar text using words and/or pictures (e.g., how a character behaved, how a story began/ended).
- **EGLAHSCE.LA.6-8.R.CM.m7.SI.EG03a** - Identify that stories have universal themes within and across texts (e.g., friendship, bravery, fairness).
- **EGLAHSCE.LA.6-8.R.CM.m7.SI.EG04a** - Apply information from content area texts to other situations (e.g., drawings, presentations, summaries).
- **EGLAHSCE.LA.6-8.R.MT\_1** - Metacognition
- **EGLAHSCE.LA.6-8.R.MT.m7.SI.EG01a** - Use a variety of self-monitoring comprehension strategies when interacting with text (e.g., questioning, re-reading, re-telling, predicting).
- **EGLAHSCE.LA.6-8.R.MT.m7.SI.EG02a** - Use processes to construct and/or convey meaning (e.g., creating lists, using familiar resources, working with a pattern, using graphic organizers).
- **EGLAHSCE.LA.6-8.R.CS\_1** - Critical Standards
- **EGLAHSCE.LA.6-8.R.CS.m7.SI.EG01a** - Assess personal work and the work of others based on predetermined criteria (e.g., content, production, presentation).
- **EGLAHSCE.LA.6-8.R.AT\_1** - Reading Attitude
- **EGLAHSCE.LA.6-8.R.AT.m7.SI.EG01a** - Be enthusiastic about reading and learning how to read (e.g., selecting a variety of age appropriate texts for reading, listening, viewing enjoyment).
- **EGLAHSCE.LA.6-8.W\_1** - Writing
- **EGLAHSCE.LA.6-8.W.GN\_1** - Writing Genres
- **EGLAHSCE.LA.6-8.W.GN.m7.SI.EG01a** - Write a personal narrative using symbols, pictures, and/or print, showing progress in creating simple sentences.
- **EGLAHSCE.LA.6-8.W.GN.m4.SI.EGAA** - Use poetic language (e.g., identify rhyming words, rhyme with given words, create simple couplets).
- **EGLAHSCE.LA.6-8.W.GN.m7.SI.EG02a** - Write an informational report using symbols, pictures, and/or print (e.g., research project, class assignment, presentation).
- **EGLAHSCE.LA.6-8.W.GN.m7.SI.EG03a** - Contribute to a class list in preparation for a class research project (e.g., brainstorming areas of interest for research, developing questions for inquiry).
- **EGLAHSCE.LA.6-8.W.PR\_1** - Writing Process
- **EGLAHSCE.LA.6-8.W.PR.m7.SI.EG01a** - Identify an audience and purpose for an age appropriate story and/or drawing (e.g., audience--people who like stories about animals, children; purpose--to entertain, provide information, etc.).
- **EGLAHSCE.LA.6-8.W.PR.m7.SI.EG02a** - Use prewriting strategies to develop a personal and informational narrative (e.g., story maps, outlines, word webs).

- **EGLAHSCE.LA.6-8.W.PR.m7.SI.EG04a** - Write or scribe a sentence to express ideas (e.g., describe an event or object).
- **EGLAHSCE.LA.6-8.W.PR.m7.SI.EG05a** - Make edits to personal writing and/or pictures (e.g., adding detail, correcting errors, expanding language).
- **EGLAHSCE.LA.6-8.W.PS\_1** - Personal Style
- **EGLAHSCE.LA.6-8.W.PS.m7.SI.EG01a** - Show originality in oral, written, and/or visual narrative messages (e.g., natural language, expressed sentiment, original ideas) and informational text (e.g., listing, naming, describing).
- **EGLAHSCE.LA.6-8.W.GR\_1** - Grammar and Usage
- **EGLAHSCE.LA.6-8.W.GR.m7.SI.EG01a** - Use simple sentences in writing with words and/or pictures (e.g., noun/verb, noun/adjective, appropriate pronoun use, punctuation).
- **EGLAHSCE.LA.6-8.W.SP\_1** - Spelling
- **EGLAHSCE.LA.6-8.W.SP.m7.SI.EG01a** - Accurately spell personal information and simple frequently encountered words (e.g., first name, last name, one syllable spelling words).
- **EGLAHSCE.LA.6-8.W.HW\_1** - Handwriting
- **EGLAHSCE.LA.6-8.W.HW.m7.SI.EG01a** - Write upper and lower case letters and own name legibly.
- **EGLAHSCE.LA.6-8.W.AT\_1** - Writing Attitude
- **EGLAHSCE.LA.6-8.W.AT.m7.SI.EG01a** - Be enthusiastic about writing and learning how to write (e.g., selecting a variety of age appropriate words and/or information to write).
- **EGLAHSCE.LA.6-8.S\_1** - Speaking, Listening, and Viewing
- **EGLAHSCE.LA.6-8.S.CN\_1** - Speaking Conventions
- **EGLAHSCE.LA.6-8.S.CN.m4.SI.EGAA** - Use grammatical structures correctly (e.g., singular/plural nouns, appropriate pronouns, simple conjunctions, subject/verb agreement).
- **EGLAHSCE.LA.6-8.S.CN.m7.SI.EG01a** - Use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).
- **EGLAHSCE.LA.6-8.S.CN.m5.SI.EGAA** - Recognize the need for appropriate voice volume in varied contexts (e.g., outside, classroom).
- **EGLAHSCE.LA.6-8.S.CN.m4.SI.EGAB** - Recognize and describe how language differs between locations and contexts as a function of linguistic and/or cultural group membership (e.g., language differences on the playground, social settings, classroom).
- **EGLAHSCE.LA.6-8.S.DS\_1** - Spoken Discourse
- **EGLAHSCE.LA.6-8.S.DS.m7.SI.EG01a** - Engage in and focus on age appropriate conversations for a variety of purposes (e.g., promoting self-advocacy, collecting information).
- **EGLAHSCE.LA.6-8.S.DS.m7.SI.EG03a** - Retell main ideas and/or themes from narrative stories (e.g., plot, goals, conclusion).
- **EGLAHSCE.LA.6-8.S.DS.m7.SI.EG04a** - Plan and deliver simple presentations for functional and instructional purposes (e.g., introductions, classroom tours, school tours, project presentation).
- **EGLAHSCE.LA.6-8.L.CN\_1** - Listening Conventions

- **EGLAHSCE.LA.6-8.L.CN.m4.SI.EGAA** - Understand and follow complex directions (more than two-steps).
- **EGLAHSCE.LA.6-8.L.CN.m7.SI.EG02a** - Listen receptively and interact/respond appropriately in conversations and as part of an audience (e.g., orienting to the speaker, not interrupting asking/answering questions).
- **EGLAHSCE.LA.6-8.L.RP\_1** - Response
- **EGLAHSCE.LA.6-8.L.RP.m7.SI.EG05a** - Demonstrate understanding of age appropriate text content (e.g., discuss and/or illustrate main ideas, answer questions, retell events).
- **EGLAHSCE.LA.6-8.L.RP.m7.SI.EG07a** - Identify a speaker's purpose and the techniques used to present information (e.g., persuasive, informative, functional).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1** - Writing, Speaking, and Expressing
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1** - Understand and practice writing as a recursive process.
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.2a** - Use prewriting strategies to develop and logically organize personal and informational narrative (e.g., story maps, outlines, word webs).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.4a** - Write or scribe a complete sentence to express ideas (e.g., describe an event or object).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.5a** - Make edits to personal writing and/or pictures to clarify purpose and understanding (e.g., adding detail, correcting errors, expanding language).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.6a** - Use simple and compound sentences in writing with words and/or pictures (e.g., noun/verb, noun/adjective, appropriate pronoun use, contractions, capitalization, punctuation).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.7a** - Identify an audience and purpose for an age appropriate story and/or drawing (e.g., audience--people who like stories about animals, children; purpose--to entertain, provide information).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.8a** - Accurately spell personal information and personally meaningful words (e.g., first name, last name, family names, safety words).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.1.8b** - Write upper and lower case letters, own name, and personal information legibly.
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.2** - Use writing, speaking, and visual expression for personal understanding and growth.
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.2.2a** - Be enthusiastic about writing and learning how to write (e.g., selecting a variety of age appropriate words and information to write).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.2.3a** - Show originality to enhance style in oral, written, and visual narrative messages (e.g., natural language, expressed sentiment, original ideas and/or informational text such as listing, naming, describing).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.3** - Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.3.1a** - Write for functional purposes using pictures, symbols, and/or print (e.g., reports, lists, notes).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.3.2a** - Write a personal narrative in logical sequence using words and/or pictures to create sentences.

- **EGLAHSCE.LA.9-12.EHSCE.SI.1.3.7a** - Use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.3.8a** - Recognize the need for appropriate voice volume in varied contexts (e.g., outside, classroom).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.4** - Develop and use the tools and practices of inquiry and research--generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.4.2a** - Create a list of topics and key information in preparation for a research project (e.g., brainstorming areas of interest for research, developing questions for inquiry).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.5** - Produce a variety of written, spoken, multi-genre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).
- **EGLAHSCE.LA.9-12.EHSCE.SI.1.5.1a** - Plan and deliver presentations for functional and instructional purposes (e.g., introductions, classroom/school tours, class presentations, group/personal projects).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2** - Reading, Listening, and Viewing
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1** - Develop critical reading, listening, and viewing strategies.
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.3a** - Apply an increasing number of the following aspects of fluency: naming letters, associating letters and their sounds, recognizing a few words paired with pictures and/or objects both when encountered in context and isolation, and demonstrating understanding of concepts of print, pausing and emphasizing, using punctuation cues, using appropriate intonation, recognizing sight words.
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.3b** - Use a variety of structural and context cues to recognize words paired with pictures and/or objects (e.g., letter/sound, word families, affixes).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.3c** - Use semantic and/or syntactic cues to understand familiar words paired with pictures and/or objects in unfamiliar contexts, including multiple meaning words (e.g., match an increasing number of functional pictures with challenging written text such as, emergency, exit, ambulance entrance, limited access).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.5a** - Identify whether a story is fiction or fact and explain how that relates to the author's purpose (entertain vs. inform).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.6a** - Recognize frequently encountered and personally meaningful words paired with pictures and/or objects and explain meaning when appropriate (e.g., first and last name, family member names, address, phone number, clothing labels, academic [subjects, supplies], functional words/symbols in daily living text [e.g., stop, men, women, exit, walk, poison, danger, directions, phone books, names on buses]).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.6b** - Know the meaning of frequently encountered content-area words paired with pictures and/or objects (e.g., science, mathematics, social studies, electives).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.6c** - Identify informational/functional text (e.g., phone books, dictionaries, manual, textbooks, websites) and describe patterns (e.g., sequencing, compare/contrast, problem/solution, cause/effect).

- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.7a** - Summarize (through words and/or pictures) appropriately leveled narrative, informational, and functional text (e.g., character motivations, story endings, purpose of text).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.7b** - Retell main ideas and/or themes in sequential order from narrative text (e.g., plot, goals, beginning, middle, and conclusion).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.10a** - Engage in and focus on age appropriate conversations for a variety of purposes (e.g., promoting self-advocacy, collecting information).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.1.11a** - Listen receptively and interact/respond appropriately in conversations and as part of an audience (e.g., orienting to the speaker, not interrupting, asking/answering questions).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.2** - Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.2.1a** - Identify and explain a speaker's purpose and the techniques used to present information (e.g., persuasive, informative, functional).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.2.2a** - Connect words, pictures, personal knowledge, experience, and/or understanding of the world to draw conclusions and make predictions about increasingly challenging text.
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.2.3a** - Demonstrate understanding of age appropriate text content in relation to personal experiences (e.g., discuss and/or illustrate main ideas, answer questions, retell events).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.2.3b** - Understand and follow increasingly complex directions (more than three-steps).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3** - Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3.1a** - Recognize and/or demonstrate the understanding of vocabulary paired with pictures and/or objects associated with specific vocations/jobs (e.g., teacher, doctor, restaurant worker).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3.3a** - Follow more complex directions in a basic how-to book and/or set of instructions (e.g., follow a recipe, complete a project, gather information).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3.5a** - Use a variety of self-monitoring comprehension strategies when interacting with text (e.g., questioning, re-reading, re-telling, predicting, making connections, conclusions).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3.6a** - Use processes to construct and/or convey meaning (e.g., creating lists, using familiar resources, working with a pattern, using a story map, web, Venn-diagram, other graphic organizers).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3.7a** - Be enthusiastic about reading and learning how to read (e.g., selecting a variety of age appropriate text for reading, listening, viewing enjoyment).
- **EGLAHSCE.LA.9-12.EHSCE.SI.2.3.8a** - Assess and describe personal work and the work of others based on predetermined criteria (e.g., content, production, presentation).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3** - Literature and Culture
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.1** - Develop the skills of close and contextual literary reading.
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.1.3a** - Identify and discuss an increasing number of story elements in narrative text (e.g., character motivations, roles, conflict, setting, story sequence).

- **EGLAHSCE.LA.9-12.EHSCE.SI.3.1.5a** - Identify similar characteristics between texts (e.g., character attributes, universal themes, perspective).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.1.6a** - Apply information from content area texts to other situations to demonstrate understanding (e.g., presentations, reports, summaries).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.1.9a** - Identify and discuss shared human experiences depicted in classic and contemporary literature from around the world.
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.2** - Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative nonfiction, hypertext fiction).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.2.1a** - Identify and compare narrative text genre (e.g., stories, poetry, songs).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.2.2a** - Use poetic language to create simple couplets and create descriptions with colorful language (e.g., identify rhyming words, rhyme with given words).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.2.5a** - Identify and discuss the purpose of informational/functional texts (e.g., books, magazine articles, newspaper articles, catalogs, dictionary pages, recipes, manuals).
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.3** - Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- **EGLAHSCE.LA.9-12.SI.3.3.MHN** - Michigan has no content at this grade level.
- **EGLAHSCE.LA.9-12.EHSCE.SI.3.4** - Examine mass media, film, series fiction, and other texts from popular culture.
- **EGLAHSCE.LA.9-12.SI.3.4.MHN** - Michigan has no content at this grade level.
- **EGLAHSCE.LA.9-12.EHSCE.SI.4** - Language
- **EGLAHSCE.LA.9-12.EHSCE.SI.4.1** - Understand and use the English language effectively in a variety of contexts and settings.
- **EGLAHSCE.LA.9-12.EHSCE.SI.4.1.5a** - Use grammatical structures correctly (e.g., singular/plural nouns, appropriate pronouns, conjunctions, subject/verb agreement, verb tenses, inflected endings).
- **EGLAHSCE.LA.9-12.EHSCE.SI.4.2** - Understand how language variety reflects and shapes experience.
- **EGLAHSCE.LA.9-12.EHSCE.SI.4.2.1a** - Recognize and describe how language differs between locations and contexts as a function of linguistic and/or cultural group membership (e.g., language differences on the playground, age appropriate social setting, classroom setting).

## Participation

- **EGLAHSCE.LA.3-5.R\_1** - Reading
- **EGLAHSCE.LA.3-5.R.WS\_1** - Word Study
- **EGLAHSCE.LA.3-5.R.WS.e4.P.EG01a** - Use simple visual and/or auditory cues to recognize familiar words paired with pictures and/or objects (e.g., safety, self-help, daily living, community, etc.).
- **EGLAHSCE.LA.3-5.R.WS.e4.P.EG02a** - Use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects (e.g., select an object or a picture that is paired with a word).

- **EGLAHSCE.LA.3-5.R.WS.e4.P.EG03a** - Recognize frequently encountered and personally meaningful words paired with pictures and/or objects (e.g., restroom, danger).
- **EGLAHSCE.LA.3-5.R.WS.e4.P.EG04a** - Identify frequently encountered words paired with pictures and/or objects associated with familiar environments (e.g., school, home).
- **EGLAHSCE.LA.3-5.R.FL\_1** - Fluency
- **EGLAHSCE.LA.3-5.R.FL.e2.P.EG03a** - Understand basic concepts of text messages (e.g., appropriate page turning or visual attendance to the need for page turning, one-to-one correspondence between word read and word printed on the page).
- **EGLAHSCE.LA.3-5.R.NT\_1** - Narrative Text
- **EGLAHSCE.LA.3-5.R.NT.e4.P.EG01a** - Identify human experiences depicted in classic and contemporary literature from around the world.
- **EGLAHSCE.LA.3-5.R.NT.e4.P.EG02a** - Differentiate between two types of narrative text genre (e.g., stories, poetry, songs).
- **EGLAHSCE.LA.3-5.R.NT.e4.P.EG03a** - Answer simple questions such as, who, what, or where, related to simple story elements in narrative text (e.g., characters, setting).
- **EGLAHSCE.LA.3-5.R.IT\_1** - Informational Text
- **EGLAHSCE.LA.3-5.R.IT.e4.P.EG01a** - Identify different types of informational/functional text (e.g., recipes, books, posters, calendars).
- **EGLAHSCE.LA.3-5.R.IT.e4.P.EG02a** - Answer simple questions regarding basic informational/functional text (e.g., awareness of daily schedule, calendars).
- **EGLAHSCE.LA.3-5.R.IT.e4.P.EG03a** - Use text features such as pictures to help find information within text (e.g., a communication system, posters, audio aids).
- **EGLAHSCE.LA.3-5.R.CM\_1** - Comprehension
- **EGLAHSCE.LA.3-5.R.CM.e4.P.EG01a** - Use words, pictures, personal knowledge, and/or experience to draw conclusions about text.
- **EGLAHSCE.LA.3-5.R.CM.e4.P.EG02a** - Identify significant details from age appropriate narrative text (e.g., character gender, story location, story ending).
- **EGLAHSCE.LA.3-5.R.CM.e4.P.EG03a** - Demonstrate understanding that characters from a story are like people within and across texts (e.g., they make choices, have thoughts and feelings).
- **EGLAHSCE.LA.3-5.R.CM.e4.P.EG04a** - Identify key ideas using words, pictures, and/or symbols from content area text (e.g., main ideas from science and social studies lessons).
- **EGLAHSCE.LA.3-5.R.MT\_1** - Metacognition
- **EGLAHSCE.LA.3-5.R.MT.e4.P.EG02a** - Use simple processes to convey meaning (e.g., creating lists, using familiar communication systems).
- **EGLAHSCE.LA.3-5.R.CS\_1** - Critical Standards
- **EGLAHSCE.LA.3-5.R.CS.e4.P.EG01a** - Assess personal work based on predetermined criteria (e.g., content).
- **EGLAHSCE.LA.3-5.R.AT\_1** - Reading Attitude

- **EGLAHSCE.LA.3-5.R.AT.e4.P.EG01a** - Be enthusiastic about accessing text (e.g., selecting a variety of age appropriate texts for reading, listening, viewing enjoyment).
- **EGLAHSCE.LA.3-5.W** - Writing
  - **EGLAHSCE.LA.3-5.W.GN** - Writing Genres
    - **EGLAHSCE.LA.3-5.W.GN.e4.P.EG01a** - Create personal work (e.g., drawings, emergent writing).
    - **EGLAHSCE.LA.3-5.W.GN.e4.P.EG02a** - Use poetic language (e.g., identify rhyming words).
    - **EGLAHSCE.LA.3-5.W.GN.e4.P.EG04a** - Contribute to class list and/or graphic organizer in preparation for a class activity (e.g., a descriptive list about a school project or event).
  - **EGLAHSCE.LA.3-5.W.PR** - Writing Process
    - **EGLAHSCE.LA.3-5.W.PR.e4.P.EG02a** - Contribute to class brainstorming sessions to generate ideas for group writing projects.
    - **EGLAHSCE.LA.3-5.W.PR.e4.P.EG03a** - Generate own name and simple labels to demonstrate ownership and/or convey meaning (e.g., labeling a picture, assigning a message to a picture).
  - **EGLAHSCE.LA.3-5.W.PS** - Personal Style
    - **EGLAHSCE.LA.3-5.W.PS.e4.P.EG01a** - Exhibit an individual style in oral and/or visual messages.
  - **EGLAHSCE.LA.3-5.W.GR** - Grammar and Usage
    - **EGLAHSCE.LA.3-5.GR.MHN** - Michigan has no content at this grade level.
  - **EGLAHSCE.LA.3-5.W.SP** - Spelling
    - **EGLAHSCE.LA.3-5.SP.MHN** - Michigan has no content at this grade level.
  - **EGLAHSCE.LA.3-5.W.HW** - Handwriting
    - **EGLAHSCE.LA.3-5.W.HW.e4.P.EG01a** - Use forms of early writing (e.g., scribbling, drawing, making letter-like marks).
  - **EGLAHSCE.LA.3-5.W.AT** - Writing Attitude
    - **EGLAHSCE.LA.3-5.W.AT.e4.P.EG01a** - Be enthusiastic about using written communication and/or communication devices.
- **EGLAHSCE.LA.3-5.S** - Speaking, Listening, and Viewing
  - **EGLAHSCE.LA.3-5.S.CN** - Speaking Conventions
    - **EGLAHSCE.LA.3-5.S.CN.e4.P.EG01a** - Identify simple grammatical structures correctly (e.g., singular/plural nouns).
    - **EGLAHSCE.LA.3-5.S.CN.e4.P.EG02a** - Use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).
    - **EGLAHSCE.LA.3-5.S.CN.e5.P.EG03a** - Recognize the need for appropriate voice volume in familiar settings (e.g., playground, classroom).
  - **EGLAHSCE.LA.3-5.S.DS** - Spoken Discourse
    - **EGLAHSCE.LA.3-5.S.DS.e4.P.EG01a** - Engage in and focus on conversations in a variety of settings (e.g., classroom, transitions, community).

- **EGLAHSCE.LA.3-5.S.DS.e4.P.EG02a** - Retell familiar experiences and/or stories (e.g., family events, community events).
- **EGLAHSCE.LA.3-5.S.DS.e4.P.EG04a** - Introduce self to familiar and unfamiliar people using verbalizations, symbols, pictures, and/or assistive technology devices.
- **EGLAHSCE.LA.3-5.L.CN** - Listening Conventions
- **EGLAHSCE.LA.3-5.L.CN.e4.P.EG01a** - Follow one and two-step directions.
- **EGLAHSCE.LA.3-5.L.CN.e4.P.EG02a** - Listen receptively and interact appropriately in conversations and as part of an audience (e.g., focusing on the speaker, not interrupting).
- **EGLAHSCE.LA.3-5.L.RP** - Response
- **EGLAHSCE.LA.3-5.L.RP.e4.P.EG03a** - Respond to speech and/or text in a way that reflects understanding.
- **EGLAHSCE.LA.6-8.R** - Reading
- **EGLAHSCE.LA.6-8.R.WS** - Word Study
- **EGLAHSCE.LA.6-8.R.WS.m7.P.EG01a** - Use simple visual, auditory and/or word configuration cues to recognize familiar words paired with pictures and/or objects (e.g., safety, self-help, daily living, community, etc.).
- **EGLAHSCE.LA.6-8.R.WS.m7.P.EG02a** - Use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects in context (e.g., match an object and/or picture accompanied by more than one word to make a choice).
- **EGLAHSCE.LA.6-8.R.WS.m7.P.EG03a** - Recognize an increasing number of frequently encountered and personally meaningful words paired with pictures and/or objects (e.g., stop signs, restroom, danger, pedestrian crossing, etc.).
- **EGLAHSCE.LA.6-8.R.WS.m7.P.EG04a** - Identify frequently encountered words paired with pictures and/or objects associated with familiar environments and contexts (e.g., school, home, doctor/dentist office, restaurants, etc.).
- **EGLAHSCE.LA.6-8.R.FL** - Fluency
- **EGLAHSCE.LA.6-8.R.FL.m2.P.EGAA** - Understand basic concepts of text messages (e.g., directionality, differences between letters and words, words and sentences).
- **EGLAHSCE.LA.6-8.R.NT\_1** - Narrative Text
- **EGLAHSCE.LA.6-8.R.NT.m7.P.EG01a** - Identify human experiences depicted in classic and contemporary literature from around the world, as they relate to personal experiences.
- **EGLAHSCE.LA.6-8.R.NT.m7.P.EG02a** - Differentiate between two types of narrative text genre (e.g., stories, poetry, songs).
- **EGLAHSCE.LA.6-8.R.NT.m7.P.EG03a** - Answer simple questions such as, who, what, or where, related to simple story elements in narrative text (e.g., motivations, conflict, setting, story sequence).
- **EGLAHSCE.LA.6-8.R.IT** - Informational Text
- **EGLAHSCE.LA.6-8.R.IT.m7.P.EG01a** - Identify an increasing variety of informational/functional text (e.g., magazines, personal correspondence, textbooks, reference texts, product labels, newspapers).
- **EGLAHSCE.LA.6-8.R.IT.m7.P.EG02a** - Answer simple questions regarding an increasing variety of basic informational/functional text (e.g., awareness of daily schedule, calendars, dictionary, phone directories).

- **EGLAHSCE.LA.6-8.R.IT.m7.P.EG03a** - Use text features such as pictures and/or headings to help find increasing amounts of information within text (e.g., a communication system, simple recipes, how-to books, audio aids).
- **EGLAHSCE.LA.6-8.R.CM** - Comprehension
- **EGLAHSCE.LA.6-8.R.CM.m7.P.EG01a** - Use words, pictures, personal knowledge, and/or experience to draw conclusions about age appropriate text.
- **EGLAHSCE.LA.6-8.R.CM.m7.P.EG02a** - Identify significant details from age appropriate narrative text (e.g., character gender, story location, text purpose).
- **EGLAHSCE.LA.6-8.R.CM.m7.P.EG03a** - Demonstrate understanding that stories have universal themes within and across texts (e.g., friendship, bravery, fairness).
- **EGLAHSCE.LA.6-8.R.CM.m7.P.EG04a** - Identify key ideas using words, pictures, and/or symbols from content area text (e.g., main ideas from science and social studies lessons).
- **EGLAHSCE.LA.6-8.R.MT** - Metacognition
- **EGLAHSCE.LA.6-8.R.MT.m7.P.EG02a** - Use processes to construct and/or convey meaning (e.g., creating lists, using familiar communication systems).
- **EGLAHSCE.LA.6-8.R.CS** - Critical Standards
- **EGLAHSCE.LA.6-8.R.CS.m7.P.EG01a** - Assess personal work based on predetermined criteria (e.g., content).
- **EGLAHSCE.LA.6-8.R.AT** - Reading Attitude
- **EGLAHSCE.LA.6-8.R.AT.m7.P.EG01a** - Be enthusiastic about accessing text (e.g., selecting a variety of age appropriate texts for reading, listening, viewing enjoyment).
- **EGLAHSCE.LA.6-8.W** - Writing
- **EGLAHSCE.LA.6-8.W.GN** - Writing Genres
- **EGLAHSCE.LA.6-8.W.GN.m7.P.EG01a** - Create personal work (e.g., drawings, emergent writing).
- **EGLAHSCE.LA.6-8.W.GN.m4.P.EGAA** - Use poetic language (e.g., identify rhyming words, rhyme with given words).
- **EGLAHSCE.LA.6-8.W.GN.m7.P.EG03a** - Contribute to class list and/or graphic organizer in preparation for a class writing project (e.g., a descriptive list about a school project or event).
- **EGLAHSCE.LA.6-8.W.PR** - Writing Process
- **EGLAHSCE.LA.6-8.W.PR.m7.P.EG02a** - Contribute to class brainstorming sessions to generate and organize ideas for group writing projects.
- **EGLAHSCE.LA.6-8.W.PR.m7.P.EG04a** - Generate own name and personally meaningful words to demonstrate ownership and/or convey meaning (e.g., labeling a picture, assigning a message to pictures to tell a story).
- **EGLAHSCE.LA.6-8.W.PS** - Personal Style
- **EGLAHSCE.LA.6-8.W.PS.m7.P.EG01a** - Exhibit an individual style in oral and/or visual messages.
- **EGLAHSCE.LA.6-8.W.GR** - Grammar and Usage
- **EGLAHSCE.LA.6-8.GR.MHN** - Michigan has no content at this grade level.
- **EGLAHSCE.LA.6-8.W.SP** - Spelling
- **EGLAHSCE.LA.6-8.SP.MHN** - Michigan has no content at this grade level.
- **EGLAHSCE.LA.6-8.W.HW** - Handwriting

- **EGLAHSCE.LA.6-8.W.HW.m7.P.EG01a** - Use forms of early writing with demonstrated purpose (e.g., scribbling, drawing, making letter-like marks to represent name).
- **EGLAHSCE.LA.6-8.W.AT** - Writing Attitude
- **EGLAHSCE.LA.6-8.W.AT.m7.P.EG01a** - Be enthusiastic about using written communication and/or communication devices.
- **EGLAHSCE.LA.6-8.S** - Speaking, Listening, and Viewing
- **EGLAHSCE.LA.6-8.S.CN** - Speaking Conventions
- **EGLAHSCE.LA.6-8.S.CN.m4.P.EGAA** - Identify simple grammatical structures correctly (e.g., singular/plural nouns and appropriate pronouns).
- **EGLAHSCE.LA.6-8.S.CN.m7.P.EG01a** - Use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).
- **EGLAHSCE.LA.6-8.S.CN.m5.P.EGAA** - Recognize the need for appropriate voice volume in familiar settings (e.g., outside, classroom).
- **EGLAHSCE.LA.6-8.S.DS** - Spoken Discourse
- **EGLAHSCE.LA.6-8.S.DS.m7.P.EG01a** - Engage in and maintain focus on conversations in a variety of settings (e.g., classroom, transitions, community).
- **EGLAHSCE.LA.6-8.S.DS.m7.P.EG03a** - Retell familiar experiences and/or stories providing several details (e.g., family events, community events).
- **EGLAHSCE.LA.6-8.S.DS.m7.P.EG04a** - Introduce self with added detail to familiar and unfamiliar people using verbalizations, symbols, pictures, and/or assistive technology devices.
- **EGLAHSCE.LA.6-8.L.CN** - Listening Conventions
- **EGLAHSCE.LA.6-8.L.CN.m4.P.EGAA** - Answer questions related to familiar routines and experiences (e.g., instructional routines).
- **EGLAHSCE.LA.6-8.L.CN.m7.P.EG02a** - Listen receptively and interact appropriately in conversations and as part of an audience (e.g., focusing on the speaker, not interrupting).
- **EGLAHSCE.LA.6-8.L.RP** - Response
- **EGLAHSCE.LA.6-8.L.RP.m7.P.EG05a** - Respond to multiple oral and/or visual text types in ways that reflect understanding.
- **EGLAHSCE.LA.9-12.EHSCE.P.1** - Writing, Speaking, and Expressing
- **EGLAHSCE.LA.9-12.EHSCE.P.1.1** - Understand and practice writing as a recursive process.
- **EGLAHSCE.LA.9-12.EHSCE.P.1.1.2a** - Contribute to brainstorming sessions to generate and organize ideas for personal writing projects (e.g., descriptions of personal experiences, likes/dislikes).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.1.4a** - Generate own name and personally meaningful words to demonstrate ownership and/or convey meaning (e.g., labeling a picture, assigning a message to pictures to tell a story).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.1.8a** - Use forms of early writing with demonstrated purpose (e.g., scribbling, drawing, making letter-like marks to represent name).

- **EGLAHSCE.LA.9-12.EHSCE.P.1.2** - Use writing, speaking, and visual expression for personal understanding and growth.
- **EGLAHSCE.LA.9-12.EHSCE.P.1.2.2a** - Be enthusiastic about using written communication and/or communication devices.
- **EGLAHSCE.LA.9-12.EHSCE.P.1.2.3a** - Exhibit an individual style in oral and/or visual messages.
- **EGLAHSCE.LA.9-12.EHSCE.P.1.3** - Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.3.2a** - Create a personal narrative (e.g., drawings, emergent writing).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.3.7a** - Use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.3.8a** - Recognize the need for appropriate voice volume in familiar settings (e.g., outside, classroom).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.4** - Develop and use the tools and practices of inquiry and research--generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- **EGLAHSCE.LA.9-12.EHSCE.P.1.4.2a** - Create a personal list or graphic organizer by selecting from a group of pictures in preparation for completing a writing project (e.g., describing an event and/or likes/dislikes).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.5** - Produce a variety of written, spoken, multi-genre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).
- **EGLAHSCE.LA.9-12.EHSCE.P.1.5.1a** - Introduce self with increasing detail to familiar and unfamiliar people using verbalizations, symbols/pictures and/or assistive technology devices.
- **EGLAHSCE.LA.9-12.EHSCE.P.2** - Reading, Listening, and Viewing
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1** - Develop critical reading, listening, and viewing strategies.
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.3a** - Understand basic concepts of text messages (e.g., print/picture conveying a message, concepts of first, middle, and last part of word, sentence, story).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.3b** - Use sound cues and structural cues to recognize frequently encountered words paired with pictures and/or objects (e.g., safety, self help, daily living, community).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.3c** - Use semantic and/or syntactic cues to recognize words paired with pictures and/or objects (e.g., use pictures accompanied by a key word in a phrase or short sentence to demonstrate understanding of sequence for familiar tasks).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.6a** - Recognize frequently encountered and personally meaningful words paired with pictures and/or objects in daily contexts (e.g., stop signs, restroom, danger, pedestrian crossing).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.6b** - Identify frequently encountered words paired with pictures and/or objects associated with familiar environments, contexts, and vocations (e.g., school, home, doctor/dentist office, restaurants, and vocations such as assembly, laundry, sorting).

- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.6c** - Answer simple questions regarding an increasing variety of basic informational/functional text (e.g., awareness of daily schedule, calendars, dictionary, phone directories, manuals, websites).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.7a** - Identify significant details from age appropriate narrative, and informational/functional text (e.g., character gender, story location, text purpose).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.7b** - Retell familiar experiences and/or stories in sequential order providing several details (e.g., family or community events).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.10a** - Engage in and maintain focus on conversations in a variety of settings (e.g., classroom, transitions, community).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.1.11a** - Listen receptively and interact appropriately in conversations and as part of an audience (e.g., focusing on the speaker, not interrupting).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.2** - Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.2.2a** - Use words, pictures, personal knowledge, and/or experience to draw conclusions and make predictions about age appropriate text.
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.2.3a** - Respond to multiple oral and visual text types in ways that reflect understanding.
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.2.3b** - Answer questions related to assigned tasks (e.g., instructional tasks).
- **EGLAHSCE.LA.9-12.EHSCE.P.2.3** - Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.3.3a** - Use text features such as, pictures, headings, and/or subheadings to help find increasing amounts of information within text (e.g., a communication systems, simple recipes, how-to books, audio aids).
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.3.6a** - Use processes to construct and/or convey meaning (e.g., creating lists, using familiar communication systems).
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.3.7a** - Be enthusiastic about accessing text (e.g. selecting a variety of age appropriate text for reading, listening, viewing enjoyment).
  - **EGLAHSCE.LA.9-12.EHSCE.P.2.3.8a** - Assess personal work based on predetermined criteria (e.g., content, production, presentation).
- **EGLAHSCE.LA.9-12.EHSCE.P.3** - Literature and Culture
  - **EGLAHSCE.LA.9-12.EHSCE.P.3.1** - Develop the skills of close and contextual literary reading.
    - **EGLAHSCE.LA.9-12.EHSCE.P.3.1.3a** - Answer simple questions (who, what, where) related to simple story elements in narrative text (e.g., character motivations, conflict, setting, story sequence).
    - **EGLAHSCE.LA.9-12.EHSCE.P.3.1.5a** - Demonstrate understanding of similar characteristics between texts (e.g., character attributes, universal themes, perspective).
    - **EGLAHSCE.LA.9-12.EHSCE.P.3.1.6a** - Identify key ideas using words, picture, and/or symbols from content area text (e.g., main ideas from science and social studies lessons).

- **EGLAHSCE.LA.9-12.EHSCE.P.3.1.9a** - Identify human experiences depicted in classic and contemporary literature from around the world.
- **EGLAHSCE.LA.9-12.EHSCE.P.3.2** - Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative nonfiction, hypertext fiction).
- **EGLAHSCE.LA.9-12.EHSCE.P.3.2.1a** - Differentiate between two types of narrative text genre (e.g., stories, poetry, songs).
- **EGLAHSCE.LA.9-12.EHSCE.P.3.2.2a** - Use poetic language (e.g., identify rhyming words and rhyme with given words).
- **EGLAHSCE.LA.9-12.EHSCE.P.3.2.5a** - Identify informational/functional text (e.g., magazines, personal correspondence, textbooks, reference texts, Internet/websites).
- **EGLAHSCE.LA.9-12.EHSCE.P.3.3** - Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- **EGLAHSCE.LA.9-12.P.3.3.MHN** - Michigan has no content at this grade level.
- **EGLAHSCE.LA.9-12.EHSCE.P.3.4** - Examine mass media, film, series fiction, and other texts from popular culture.
- **EGLAHSCE.LA.9-12.P.3.4.MHN** - Michigan has no content at this grade level.
- **EGLAHSCE.LA.9-12.EHSCE.P.4** - Language
- **EGLAHSCE.LA.9-12.EHSCE.P.4.1** - Understand and use the English language effectively in a variety of contexts and settings.
- **EGLAHSCE.LA.9-12.EHSCE.P.4.1.5a** - Identify simple grammatical structures correctly (e.g., singular/plural nouns, verb agreement, appropriate pronouns).
- **EGLAHSCE.LA.9-12.EHSCE.P.4.2** - Understand how language variety reflects and shapes experience.
- **EGLAHSCE.LA.9-12.P.4.2.MHN** - Michigan has no content at this grade level.