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APPENDIX B: English Language Arts Assessable Content (Grades 3 through 8 and 11)

Grade Level: 3

Meaning and Communication

Content Standard 1: All students will read and comprehend general and technical material.

Grade Level Content Expectations	Extended Content Level Expectations	Level Assessed (LEA/ISD or State)
1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	State
2. Read a variety of texts with accuracy, appropriate rate, and expression.	2. "Read" a variety of texts with accuracy, appropriate rate, and expression.	LEA/ISD
3. Retell the story elements of narrative text and major idea(s) of expository text with relevant details.	3. Retell important ideas and details of oral and written narrative and expository text.	LEA/ISD
4. Explain how to use structure, sentence structure, and prediction to aid in decoding.	4. Use structural cues (letter/sound association, chunking, word families, running starts), syntactic cues (phrase or sentence arrangement), and semantic cues (meaning) to recognize words in isolation and in context.	State
5. Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (regular/irregular plurals, contractions, and noun/verb connections, etc.).	5. Use phonics rules, picture clues, context clues, and prediction to aid in decoding.	State

Grade Level: 3**Meaning and Communication**

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Focus writing by identifying occasion, audience, and purpose.	1. Focus writing by identifying occasion, audience, and purpose.	LEA/ISD
2. Write narrative text such as stories, sequenced events, and poetry with a variety of patterns and/or features.	2. Write personal accounts and experiences in a journal.	State
3. Write expository text, organizing content in paragraph structure, including an introduction, topic/main idea sentence(s), details, and a conclusion.	3. Write expository text, organizing content in simple sentences.	State
4. Generate, draft, and [publish] different forms of written expression.	4. Generate, draft, and publish different forms of written expression.	State
5. Spell words in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, dictionaries.	5. Spell words in context (approximations) using multiple strategies and resources; e.g., letter-sound association, analogy, word lists/walls, environmental print.	State

Grade Level: 3**Meaning and Communication**

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	1. Same as original benchmark	LEA/ISD
2. Determine the meaning of words and phrases (antonyms, synonyms, homonyms, similes, words with multiple meanings, and content area vocabulary) in context using strategies and resources (context clues, concept mapping, dictionary).	2. Determine the meaning of words and phrases (objects, actions, concepts) in context using strategies and resources (prior knowledge, prediction, discussion with peers).	LEA/ISD

Grade Level: 3**Language****Content Standard 4: All students will use the English language effectively.**

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., information/requests, discussion/presentations, playground/classroom interactions.	1. Explore and use language to communicate with a variety of audiences and for different purposes; e.g., requests, discussions, playground/classroom interactions.	LEA/ISD

Grade Level: 3**Literature****Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.**

Grade Level Content Expectations	Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.	1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make meaning and make connections.	State

Grade Level: 3**Voice****Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.**

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Exhibit individual style to enhance the written and spoken message; e.g., in narrative text: varied word choice, varied sentence structure, and character description; in expository text: examples, transitions, grammar usage.	1. Develop personal style in oral, written, and visual messages; e.g., in narrative text: natural language, specific action, emotion; in expository text: sequence, specific vocabulary, visual representation.	LEA/ISD
2. Identify author's purpose.	2. Discuss a variety of authors' purposes.	LEA/ISD

Grade Level: 3**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., rereading or listening again, questioning, and locating information.	1. Self-monitor comprehension while reading and listening, using a variety of strategies to construct meaning; e.g., visualizing, predicting, making connections.	LEA/ISD
2. Employ a wide range of strategies while writing; e.g., organize ideas, clarify message, edit for conventions.	2. Employ a wide range of strategies while writing; e.g., map ideas, read writing aloud, add words.	LEA/ISD

Grade Level: 3**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Identify and describe a variety of genre; e.g., poetry, fantasy, folktales.	1. Identify and describe a variety of genre; e.g., all-about books, realistic fiction, poetry.	LEA/ISD
2. Describe story elements in narrative text focusing on characters' positive and negative attributes, thoughts, and feelings.	2. Identify story elements in narrative text.	State
3. Identify central purpose, major ideas, and supporting ideas in expository text.	3. Draw and/or write personal narratives about an apparent topic.	State
4. Identify expository text patterns; e.g., descriptive, chronological, compare/contrast.	4. Identify major idea(s) and details in expository text.	State
5. Explain how authors use word choice, key phrases, and organization to communicate their message.	5. Identify expository text patterns; e.g., sequential, enumerative.	LEA/ISD
6. Apply knowledge of text features to locate information and construct meaning; e.g., table of contents, headings, captions.	6. Discuss how authors use space and size of letters to communicate their message.	LEA/ISD
	7. Apply knowledge of text features to locate information and construct meaning; e.g., title page, enumerated pages.	LEA/ISD

Grade Level: 3**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Identify the overall message or theme of text.	1. Identify the overall message or theme of text.	LEA/ISD
2. Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; e.g., a narrative to an expository text, a literature selection to a subject area text, a historical event to a current event.	2. Categorize characters/sequence of events and topics/key ideas within and across texts to create a deeper understanding, e.g., map story elements across texts, graphically represent key ideas and details across texts.	LEA/ISD

Grade Level: 3**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Connect personal knowledge, experience, and understanding of community to ideas in texts.	1. Connect personal knowledge and experience to ideas in texts.	LEA/ISD
2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
3. Apply personal understanding of ideas and themes in texts to form opinions with supporting evidence, understand characters, and explore other cultures.	3. Discuss personal understanding of ideas and themes in texts to build new knowledge, to share personal connections, and to make plans.	LEA/ISD

Grade Level: 3**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Select and use the appropriate resources for the task; e.g., asking others for clarification, using dictionary for word meaning, using magazines for concept information.	1. Select and use the appropriate resources for the task; e.g., asking the teacher for clarification, checking visuals for information, selecting how-to books for learning something new.	LEA/ISD

Grade Level: 3**Critical Standards**

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grade Level Content Expectations	Extended Grade Level Content Expectations	Level Assessed (LEA/ISD or State)
1. Apply established standards to judge quality of personal and other written text.	1. Identify qualities of personal and other written text.	LEA/ISD
2. Discuss and use individual or established standards to judge accuracy and quality of text.	2. Discuss and imitate models of quality text.	LEA/ISD

Grade Level: 4**Meaning and Communication****Content Standard 1: All students will read and comprehend general and technical material.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	1. Examine a range of text from across cultures, time periods, and genre to broaden perspectives.	State
2. Read a variety of texts with accuracy, appropriate rate, and expression.	2. Read a variety of text with accuracy, appropriate rate, and expression.	LEA/ISD
3. Summarize the main idea(s) of oral and written narrative text and major idea(s) of oral and written expository text with relevant details.	3. Retell the main idea(s) of narrative text and major idea(s) of expository text with relevant details.	LEA/ISD
4. Explain how to use word structure, sentence structure, and prediction to aid in decoding words.	4. Use structural cues (the study of phonemes, letter/sound association), syntactic cues (phrase or sentence arrangement), and semantic cues (meaning) to recognize words in isolation and in context.	State
5. Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (regular/irregular verbs, adjectives, adverbs, and subject/verb agreement, etc.).	5. Use phonics rules, picture clues, context clues, and prediction to aid in decoding.	State

PROPOSED

Grade Level: 4**Meaning and Communication**

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Focus writing by identifying audience, point of view, and format based on purpose.	1. Focus writing by identifying occasion, audience, and purpose.	LEA/ISD
2. Write narrative text such as formal and informal letters using the correct format and mailing protocol.	2. Write personal narratives with a beginning, middle, and end.	State
3. Write expository text, organizing content with common text patterns; e.g., compare/contrast, position/support, problem/solution.	3. Write expository text, organizing content in simple or complex sentences.	State
4. Generate, draft, revise, edit, and publish different forms of written expression.	4. Generate, draft, revise, edit, and publish different forms of written expression.	State
5. Spell words (accurately and approximations) in context using multiple strategies and resources; e.g., spelling patterns, word lists, dictionaries, spell check.	5. Spell words (accurately and approximations) in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, high frequency word lists.	State

Grade Level: 4**Meaning and Communication****Content Standard 3:**

All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Speak and/or read aloud with rhythm, tempo, and inflection, while varying volume and pitch.	1. Same as original content expectation	LEA/ISD
2. Determine the meaning of words and phrases (similes, metaphors, words with multiple meanings, and content area vocabulary) in context using strategies and resources (context clues, concept mapping, semantic feature analysis, dictionary and thesaurus).	2. Determine the meaning of words and phrases (objects, actions, concepts) in context using strategies and resources (context clues, mental pictures, questioning).	LEA/ISD

Grade Level: 4**Language****Content Standard 4: All students will use the English language effectively.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., community building, appreciation/invitations, cross-curricular discussions.	1. Explore and use language to communicate effectively with a variety of audiences and for different purposes; e.g., questions and answers, discussions about work, playground/classroom interactions.	State

Grade Level: 4**Literature****Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Respond to multiple text types by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.	State

Grade Level: 4**Voice****Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Exhibit individual style and voice to enhance the written message; e.g., in narrative text: strong verbs, figurative language, and sensory images; in expository text: precision, established importance, and transitions.	1. Develop personal style in oral, written, and written messages; e.g., in narrative text: descriptive language, use of imagination, variation of sentence beginnings; and in expository text: facts, effective conclusions, powerful verbs.	LEA/ISD
2. Clarify author's purpose and perspective and support with examples from the text.	2. Identify a particular author's purpose.	State

Grade 4**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Self-monitor comprehension while reading and listening, using a variety of strategies to construct meaning; e.g., focusing on text elements/structures, using graphic organizers, and making inferences.	1. Self-monitor comprehension while reading and listening, using a variety of strategies to construct meaning; e.g., rereading or listening again, inferring, questioning.	LEA/ISD
2. Employ a wide range of strategies while writing; e.g., read writing to a peer, add or delete content, use descriptive language, edit for conventions.	2. Employ a wide range of strategies while writing; e.g., think about the audience, read aloud to others, use descriptive words.	LEA/ISD

Grade Level: 4**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Identify and explain the defining characteristics of genre; e.g., drama, fables, tall tales.	1. Identify and describe a variety of genre; e.g., concept books, fairy tales, drama.	LEA/ISD
2. Write narrative text, including relevant details to develop plot, characters and setting.	2. Describe story elements in narrative text focusing on the interrelationship of the beginning, middle, and end.	LEA/ISD
3. Analyze text for traits, actions, and motivation of characters.	3. Write personal narratives centering on a problem or goal.	State
4. Analyze expository text for central purpose, major ideas, and supporting ideas.	4. Identify central purpose, major ideas, and supporting ideas in expository text.	State
5. Identify expository text patterns; e.g., compare/contrast, position support, problem/solution.	5. Identify expository text patterns; e.g., descriptive, chronological.	LEA/ISD
6. Explain how authors use word choice, style, voice to enhance their message.	6. Identify how authors' use sensory words, dialogue, and organization to communicate their message.	LEA/ISD
7. Apply knowledge of text features to locate information and construct meaning; e.g., tables, maps, marginal notes, written directions.	7. Apply knowledge of text features to locate information and construct meaning; e.g., sections, headings.	LEA/ISD

Grade Level: 4**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Discern the overall message or theme of narrative text and the central purpose of expository text.	1. Identify the overall message or theme of text.	State
2. Explain 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.	2. Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; e.g., map story elements across texts, graphically represent key ideas and details across texts, raise and answer questions.	LEA/ISD

Grade Level: 4**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Connect personal knowledge, experience, and understanding of the world to ideas in texts.	1. Connect personal knowledge, experience, and understanding of others to ideas in texts.	State
2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
3. Apply understanding of ideas and themes in texts to solve problems, comprehend other texts, and affect perspectives about the world.	3. Discuss personal understanding of ideas and themes in texts to identify problems, to confirm new ideas, and consider solutions.	LEA/ISD

Grade Level: 4**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select and use the appropriate resources for the task; e.g., dictionary for word meaning, encyclopedia for concept information, internet for current information.	1. Select and use the appropriate resources for the task; e.g., asking knowledgeable people for clarification, selecting all-about books for information, visiting the library to explore a specific topic.	LEA/ISD

Grade Level: 4**Critical Standards**

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Apply individual and/or established standards to judge quality, accuracy, and relevance of personal and other written text.	1. Identify qualities of personal and other written text.	LEA/ISD
2. Discuss and use individual or established standards to judge accuracy, quality, and relevance of text.	2. Discuss and imitate models of quality text.	LEA/ISD

PROPOSED

Grade Level: 5**Meaning and Communication****Content Standard 1: All students will read and comprehend general and technical material.**

Grade Level Content Expectation	Extended Grade level Content Expectation	Level Assessed (LEA/ISD or State)
1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	1. Examine a range of text from across cultures, time periods, and genre to broaden perspectives.	State
2. Read a variety of texts with accuracy, appropriate rate, and expression.	2. Read a variety of text with accuracy, appropriate rate, and expression.	LEA/ISD
3. Summarize the main idea(s) of oral and written narrative text and major idea(s) of oral and written expository text with relevant details.	3. Retell the main idea(s) of narrative text and major idea(s) of expository text with relevant details.	
4. Explain how to use word structure, sentence structure, and prediction to aid in decoding words.	4. Use structural cues (the study of phonemes, letter/sound association), syntactic cues (phrase or sentence arrangement), and semantic cues (meaning) to recognize words in isolation and in context.	State
5. Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (comparative/superlative adjectives, adverbs, subject/verb agreement, etc.).	5. Use phonics rules, picture clues, context clues, and prediction to aid in decoding.	State

Grade Level: 5**Meaning and Communication****Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

Grade Level Content Expectation	Extended Grade level Content Expectation	Level Assessed (LEA/ISD or State)
1. Write to inform report, explain, or influence audience.	1. Focus writing by identifying occasion, audience, and purpose.	LEA/ISD
2. Write narrative text such as a play using related forms and features.	2. Write personal narratives with a beginning, middle, and end.	State
3. Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas; e.g., enumeration, transitions, visual hierarchy.	3. Write expository text, organizing content in simple or complex sentences.	State
4. Generate, draft, revise, edit, and publish different forms of written expression.	4. Generate, draft, revise, edit, and publish different forms of written expression.	State
5. Spell words (accurately and approximations) in context using multiple strategies and resources; e.g., syllabication, frequently misspelled word lists, dictionary, content glossaries, spell check.	5. Spell words (accurately and approximations) in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, high frequency word lists.	State

Grade Level: 5**Meaning and Communication**

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Speak and/or read aloud with rhythm, tempo, and inflection, while varying volume and pitch.	1. Same as original content expectation	LEA/ISD
2. Determine the meaning of words and phrases (symbols, idioms, recently coined words, content area vocabulary) in context using strategies and resources (analogies, analysis, content glossaries, electronic resources).	2. Determine the meaning of words and phrases (objects, actions, concepts) in context using strategies and resources (context clues, mental pictures, questioning).	LEA/ISD

Grade Level: 5**Language**

Content Standard 4: All students will use the English language effectively.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., research, explanation, persuasion.	1. Explore and use language to communicate effectively with a variety of audiences and for different purposes; e.g., questions and answers, discussions about work, playground/classroom interactions.	State

Grade Level: 5**Literature**

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Respond to multiple text types by speaking, illustrating, and/or writing text in order to analyze content, to interpret the message, and to evaluate the purpose.	1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.	State

Grade Level: 5**Voice**

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Exhibit individual to enhance the written message; e.g., in narrative text: personification, humor, and element of surprise; in expository text: emotional appeal, strong opinion, credible support.	1. Develop personal style in oral, written, and written messages; e.g., in narrative text: descriptive language, use of imagination, variation of sentence beginnings; and in expository text: facts, effective conclusions, powerful verbs.	LEA/ISD
2. Identify and compare personal point of view with authors' purpose and perspective.	2. Identify a particular author's purpose.	State

Grade Level: 5**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Self-monitor comprehension while reading and listening, using a variety of strategies to construct meaning; e.g., locating information and relevant data to answer questions, solving problems, and representing information visually.	1. Self-monitor comprehension while reading and listening, using a variety of strategies to construct meaning; e.g., rereading or listening again, inferring, questioning.	LEA/ISD
2. Employ a wide range of strategies while writing; e.g., peer conference, wrote more than one draft, think of an audience.	2. Employ a wide range of strategies while writing; e.g., think about the audience, read aloud to others, use descriptive words.	LEA/ISD

Grade Level: 5**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Use exemplary models to write narrative text with well-developed plot reflecting personal point of view.	1. Same as original content expectation	LEA/ISD
2. Analyze elements and style and explain how each defines a particular genre; e.g., mystery, adventure, cartoons.	2. Identify and describe a variety of genre; e.g., concept books, fairy tales, drama.	LEA/ISD
3. Analyze story elements in narrative text focusing on setting and how it defines the characters/plot, the nature of dialogue, and how problems are resolved.	3. Describe story elements in narrative text focusing on the interrelationship of the beginning, middle, and end.	LEA/ISD
4.	4. Write personal narratives centering on a problem or goal.	State
5. Identify and replicate expository text patterns with graphic organizers.	5. Identify central purpose, major ideas, and supporting ideas in expository text.	State
6. Identify expository text patterns in content area textbooks.	6. Identify expository text patterns; e.g., descriptive, chronological.	LEA/ISD
7. Explain how authors use literary devices such as cultural and historical phrases to communicate their message.	7. Identify how authors' use sensory words, dialogue, and organization to communicate their message.	LEA/ISD
8. Apply knowledge of text features to locate information and construct meaning; e.g., charts, symbols, maps.	8. Apply knowledge of text features to locate information and construct meaning; e.g., sections, headings.	LEA/ISD

Grade Level: 5**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Discern the inferred message, theme, or central purpose of text.	1. Identify the overall message or theme of text.	State
2. Generalize global themes, universal truths, and principles within and across texts to create a deeper understanding; e.g., draw conclusions, make inferences, synthesize.	2. Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; e.g., map story elements across texts, graphically represent key ideas and details across texts, raise and answer questions.	LEA/ISD

Grade Level: 5**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text.	1. Connect personal knowledge, experience, and understanding of others to ideas in texts.	State
2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
3. Apply understanding of ideas and themes in texts to empathize with characters, relate to authors' viewpoint, and discuss real life applications.	3. Discuss personal understanding of ideas and themes in texts to identify problems, to confirm new ideas, and consider solutions.	LEA/ISD

Grade Level: 5**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select and use the appropriate resources for the task; e.g., learning new procedures, reporting information, representing graphics.	1. Select and use the appropriate resources for the task; e.g., asking knowledgeable people for clarification, selecting all-about books for information, visiting the library to explore a specific topic.	LEA/ISD

Grade Level: 6**Meaning and Communication****Content Standard 1: All students will read and comprehend general and technical material.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences.	1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	State
2. Read and write a variety of texts with accuracy, appropriate rate, and expression.	2. Read a variety of texts with accuracy, appropriate rate, and expression.	LEA/ISD
3. Summarize the main idea(s) of oral and written narrative text and major idea(s) of oral and written expository text with relevant details.	3. Retell the story elements of narrative text and major idea(s) of expository text with relevant details.	LEA/ISD
4. Explain how to use word structure, sentence structure, and prediction to aid in decoding words.	4. Use word structure, sentence structure, and prediction to aid in decoding.	State
5. Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (plurals, active and/passive voice).	5. Use phonics rules, picture clues, context clues, and prediction to aid in decoding.	State

Grade Level: 6**Meaning and Communication****Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1.	1. Focus writing by identifying occasion, audience, and purpose.	State
2. Write narrative text such as poetry, matching arrangement of ideas and design with selected forms; e.g., haiku, limerick, cinquain.	2. Write narrative text such as stories, sequenced events, and poetry with a variety of patterns and/or features.	LEA/ISD
3. Write expository text to make plans, set goals, entertain, solve problems, or improve personal proficiency and regularly invite response from others.	3. Write expository text, organizing content in paragraph structure, including an introduction, topic/main idea sentence(s), details, and a conclusion.	State
4. Generate, draft, revise, edit, publish, and evaluate different forms of written expression.	4. Generate, draft, and [publish] different forms of written expression.	State
5. Spell words in context using multiple strategies and resources; e.g., syllabication, frequently misspelled word lists, dictionaries, content glossaries, spell check.	5. Spell words in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, dictionaries.	State

Grade Level: 6**Meaning and Communication**

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	LEA/ISD
2. Determine the meaning of words and phrases (regional idioms, content area vocabulary, technical terms) in context using strategies and resources (connotation, denotation, technical manuals).	2. Determine the meaning of words and phrases in context.	LEA/ISD

Grade Level: 6**Language**

Content Standard 4: All students will use the English language effectively.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., teamwork, taking turns, listening for meaning.	1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., information/requests, discussion/presentations, playground/classroom interactions.	State

Grade Level: 6**Literature**

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Respond to multiple text types by speaking, illustrating, and/or writing in order to compare similarities and differences in ideas, form, and style, to evaluate quality, and to determine personal and universal significance.	1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.	State

Grade Level: 6**Voice**

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Exhibit individual style to enhance the written and spoken message; e.g., in narrative text: episodes, personal anecdotes, varied sentence structure; and in expository text: theories, arguments, personal consequences.	1. Exhibit individual style to enhance the written and spoken message; e.g., in narrative text: varied word choice, varied sentence structure, and character description; in expository text: examples, transitions, grammar usage.	LEA/ISD
2. Determine and compare how different sets of authors achieve their intended purpose and message.	2. Identify a particular author's purpose.	State

Grade Level: 6**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., posing and answering questions, outlining or taking notes, and using critical thinking.	1. Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., rereading or listening again, questioning, and locating information.	LEA/ISD
2. Employ a range of strategies while writing; e.g., peer conferencing, generating questions, matching form to content, modeling author's craft.	2. Employ a wide range of strategies while writing; e.g., organize ideas, clarify message, edit for conventions.	State

Grade Level: 6**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Analyze the element of characterization and explain how it contributes to the resolution of plot in a variety of genres; e.g., superheroes in legends or myths, central figures in biography/autobiography, roles in drama.	1. Write narrative text, including relevant details to develop plot, characters, and setting.	LEA/ISD
2. Analyze elements such as sensory imagery, rhyming, and humor in poetry; e.g., haiku, limericks, cinquains.	2. Identify and describe a variety of genre; e.g., poetry, fantasy, folktales.	LEA/ISD
3. Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas; e.g., transitions among time and space, similarities and differences, advantages and disadvantages.	3. Identify story elements in narrative text.	State
4. Clarify central purpose, major ideas, and supporting details in oral and written expository text; e.g., TV and radio newscasts, newspaper, news magazines.	4. Identify central purpose, major ideas, and supporting ideas in expository text.	State
5. Differentiate text patterns across genre; e.g., first and third person narration, poetic structures, fact and opinion.	5. Identify expository text patterns; e.g., descriptive, chronological, compare/contrast.	LEA/ISD
6. Explain how authors use literary devices such as effective leads, metaphor, and symbolism, to communicate their message.	6. Explain how authors use word choice, key phrases, and organization to communicate their message.	LEA/ISD
7. Apply knowledge of text features to locate information and construct meaning; e.g. indexes, figures, timelines.	7. Apply knowledge of text features to locate information and construct meaning; e.g., table of contents, headings, captions.	State

Grade Level: 6**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Construct and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).	1. Identify the overall message or theme of text.	State
2. Generalize global themes, universal truths, and principles within and across oral or written texts to create a deeper understanding; e.g., take action, form opinions, transform perspectives.	2. Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; e.g., a narrative to an expository text, a literature selection to a subject area text, a historical event to a current event.	LEA/ISD

Grade Level: 6**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Integrate personal knowledge, experience, and understanding of world to themes and perspectives in oral and written text.	1. Connect personal knowledge, experience, and understanding of community to ideas in texts.	State
2. Integrate multiple methods to respond to oral and written text by extending, synthesizing, and artistically representing the authors' ideas and compare responses with others.	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
3. Critically judge content in oral or written text by relating to personal or global issues, recognizing influence of persuasive techniques, and noting stereotype or bias.	3. Apply personal understanding of ideas and themes in texts to form opinions with supporting evidence, understand characters, and explore other cultures.	LEA/ISD

Grade Level: 6**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select, explain, and effectively use the appropriate resources for the task; e.g., tour guides for recreation, tools for investigation, field trips to museums for appreciating diversity.	1. Select and use the appropriate resources for the task; e.g., asking others for clarification, using dictionary for word meaning, using magazines for concept information.	State

Grade Level: 6**Critical Standards**

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select and apply individual and/or established standards to personal or other written text to reflect on merit of portfolio contents, to document literacy growth, to establish a distinct personal style.	1. Apply established standards to judge quality of personal and other written text.	LEA/ISD
2. Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of text and to recommend preferences to others.	2. Discuss and use individual or established standards to judge accuracy and quality of text.	LEA/ISD

Grade Level: 7**Meaning and Communication****Content Standard 1: All students will read and comprehend general and technical material.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences.	1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	State
2. Read and write a variety of texts with accuracy, appropriate rate, and expression.	2. Read a variety of texts with accuracy, appropriate rate, and expression.	LEA/ISD
3. Construct generalizations from key ideas in oral and written narrative and expository texts.	3. Retell the story elements of narrative text and major idea(s) of expository text with relevant details.	LEA/ISD
4. Explain how to use word structure, sentence structure, and prediction to aid in decoding words.	4. Use word structure, sentence structure, and prediction to aid in decoding.	State
5. Recognize words in context using structural analysis (the study of syllables, affixes, roots, and origins) and syntactic analysis (pronoun referents, interjections, complete and complex sentences).	5. Use phonics rules, picture clues, context clues, and prediction to aid in decoding.	State

Grade Level: 7**Meaning and Communication****Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1.	1. Focus writing by identifying occasion, audience, and purpose.	State
2. Write narrative text such as poetry, matching arrangement of ideas and design with selected forms; e.g., couplets, ballads, acrostics.	2. Write narrative text such as stories, sequenced events, and poetry with a variety of patterns and/or features.	LEA/ISD
3. Write expository text to appeal to the reader's emotions, to convince others to take a position, and to provoke action, and subsequently evaluate impact on audience.	3. Write expository text, organizing content in paragraph structure, including an introduction, topic/main idea sentence(s), details, and a conclusion.	State
4. Generate, draft, revise, edit, publish and evaluate different forms of written expression.	4. Generate, draft, and [publish] different forms of written expression.	State
5. Spell words in context using multiple strategies and resources; e.g., syllabication, frequently misspelled word lists, dictionaries, content glossaries, spell check.	5. Spell words in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, dictionaries.	State

Grade Level: 7**Meaning and Communication**

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	LEA/ISD
2. Determine the meaning of words and phrases (historical terms, content area vocabulary, cross-cultural words and phrases) in context using strategies and resources (etymology, guess and check, discipline-specific references).	2. Determine the meaning of words and phrases in context.	State

Grade Level: 7**Language**

Content Standard 4: All students will use the English language effectively.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., soliciting, contributing, and supporting opinions, interviewing, and explaining content area concepts.	1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., information/requests, discussion/presentations, playground/classroom interactions.	State

Grade Level: 7**Literature**

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Respond to multiple text types by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal significance, and to offer opinions or solutions.	1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.	State

Grade Level: 7**Voice**

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Exhibit individual style to enhance the written and spoken message; e.g., in narrative text: foreshadowing and flashback, unique word choice, pacing; in expository text: hypotheses, pro and cons, appeals to reason and emotion.	1. Exhibit individual style to enhance the written and spoken message; e.g., in narrative text: varied word choice, varied sentence structure, and character description; in expository text: examples, transitions, grammar usage.	LEA/ISD
2. Compare and contrast classic and contemporary literature presented in different formats; e.g., multicultural Cinderella stories in prose, poetry, drama, and art.	2. Identify a particular author's purpose.	State

Grade Level: 7**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Self monitor comprehension while reading, listening, or performing daily tasks using a variety of strategies to construct meaning; e.g., planning, managing, and evaluating progress.	1. Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., rereading or listening again, questioning, and locating information.	LEA/ISD
2. Employ a range of strategies while writing; e.g., using word processing, considering the reader's interests, employing appropriate and maturing vocabulary.	2. Employ a wide range of strategies while writing; e.g., organize ideas, clarify message, edit for conventions.	State

Grade Level: 7**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1.	1. Write narrative text, including relevant details to develop plot, characters, and setting.	LEA/ISD
2. Analyze emotions, reactions, and tensions among multiple characters and explain how they contribute to the plot in a variety of genres.	2. Identify and describe a variety of genre; e.g., poetry, fantasy, folktales.	LEA/ISD
3. Analyze elements such as dialogue, satire, parody in poetry and drama.	3. Identify story elements in narrative text.	LEA/ISD
4. Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas; e.g., pros and cons, arguments and counter arguments, chronological sequence.	4. Same as original content expectation	State
5. Clarify central purpose, major ideas, and supporting ideas in oral and written expository text; e.g., brochures, editorials, and procedural documents.	5. Identify central purpose, major ideas, and supporting ideas in expository text.	State
6. Clarify how authors combine text patterns across genre to convey meaning; e.g., function/purpose, hierarchy of importance, chronological/non-chronological.	6. Identify expository text patterns; e.g., descriptive, chronological, compare/contrast.	LEA/ISD
7. Explain how authors use literary devices such as propaganda, distortion, and exaggeration to communicate their message.	7. Explain how authors use word choice, key phrases, and organization to communicate their message.	LEA/ISD
8. Apply knowledge of text features to locate information and construct meaning; e.g., footnotes, sidebars, bullets.	8. Apply knowledge of text features to locate information and construct meaning; e.g., table of contents, headings, captions.	State

Grade Level: 7**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).	1. Identify the overall message or theme of text.	State
2. Apply lessons learned from global themes, universal truths, and principles within and across oral or written texts to create a deeper understanding; e.g., participate in school-wide efforts, petition for change, transform perspectives.	2. Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; e.g., a narrative to an expository text, a literature selection to a subject area text, a historical event to a current event.	LEA/ISD

Grade Level: 7**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Integrate and relate personal knowledge, experience, and understanding of world to themes and perspectives in oral and written text.	1. Connect personal knowledge, experience, and understanding of community to ideas in texts.	State
2. Integrate multiple methods to respond to oral and written text; e.g., images, multimedia productions, drama and display for a wider audience.	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
3. Critically judge and relate to oral or written text; e.g., questioning the author (interview or letter), reading professional reviews, or researching authenticity of figures, time period(s), or events.	3. Apply personal understanding of ideas and themes in texts to form opinions with supporting evidence, understand characters, and explore other cultures.	LEA/ISD

Grade Level: 7**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including, technology, to explore and create texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select, explain, and effectively use the appropriate resources for the task; e.g., tour guides for recreation, tools for investigation, field trips to museums for appreciating diversity.	1. Select and use the appropriate resources for the task; e.g., asking others for clarification, using dictionary for word meaning, using magazines for concept information.	State

Grade Level: 7**Critical Standards**

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select and apply individual and/or established standards to personal or other written text to reflect on the quality of content, to critique and provide rationale for judgment, to select and contribute writing to school-wide collections.	1. Apply established standards to judge quality of personal and other written text.	LEA/ISD
2. Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of oral and written text and discuss or debate opinions with others.	2. Discuss and use individual or established standards to judge accuracy and quality of text.	LEA/ISD

Grade Level: 8**Meaning and Communication****Content Standard 1: All students will read and comprehend general and technical material.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences.	1. Examine a range of texts from across cultures, time periods, and genre to broaden perspectives.	State
2. Read and write a variety of texts with accuracy, appropriate rate, and expression.	2. Read a variety of texts with accuracy, appropriate rate, and expression.	LEA/ISD
3. Construct generalizations from key ideas in oral and written narrative and expository texts.	3. Retell the story elements of narrative text and major idea(s) of expository text with relevant details.	LEA/ISD
4. Explain how to use word structure, sentence structure, and prediction to aid in decoding words.	4. Use word structure, sentence structure, and prediction to aid in decoding.	State
5. Recognize words in context using structural analysis (the study of syllables, affixes, roots, and origins) and syntactic analysis (subject-verb agreement, conjunctions, punctuation).	5. Use phonics rules, picture clues, context clues, and prediction to aid in decoding.	State

Grade Level: 8**Meaning and Communication****Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1.	1. Focus writing by identifying occasion, audience, and purpose.	State
2. Write using a combination of narrative and expository structure; e.g., brochures, advertisements, position papers.	2. Write narrative text such as stories, sequenced events, and poetry with a variety of patterns and/or features.	LEA/ISD
3. Write to make formal requests, to influence policy changes, to construct scenario responses.	3. Write expository text, organizing content in paragraph structure, including an introduction, topic/main idea sentence(s), details, and a conclusion.	State
4. Generate, draft, revise, edit, publish and evaluate different forms of written expression.	4. Generate, draft, and [publish] different forms of written expression.	State
5. Spell words in context using multiple strategies and resources; e.g., syllabication, frequently misspelled word lists, dictionaries, content glossaries, spell check.	5. Spell words in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, dictionaries.	State

Grade Level: 8**Meaning and Communication**

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	1. Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch.	LEA/ISD
2. Determine the meaning of words and phrases (mathematical expressions, scientific procedures, literary terms) in context using strategies and resources (prior knowledge, text features and structures, electronic sources).	2. Determine the meaning of words and phrases (words with multiple meanings and content area vocabulary) in context.	State

Grade Level: 8**Language**

Content Standard 4: All students will use the English language effectively.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., debating, offering commentary, analyzing programs or ideas.	1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., information/requests, discussion/presentations, playground/classroom interactions.	State

Grade Level: 8**Literature**

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Respond to multiple text types by speaking, illustrating, and/or writing in order to highlight the overall message, to determine personal and universal significance, and to analyze and interpret key ideas.	1. Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.	State

Grade Level: 8**Voice**

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Exhibit individual style to enhance the written message; e.g., in narrative text: effect, mood and tone, color/composition; and in expository text: visual impact, testimonial, emphasis on certain content.	1. Exhibit individual style to enhance the written and spoken message; e.g., in narrative text: varied word choice, varied sentence structure, and character description; in expository text: examples, transitions, grammar usage.	LEA/ISD
2. Explain how author's intended message may represent values, beliefs, and cultural/historical contexts.	2. Identify a particular author's purpose.	State

Grade Level: 8**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Self monitor comprehension while reading, listening, or performing daily tasks using a variety of strategies to construct meaning; e.g., reflecting, redirecting, finding and applying new strategies.	1. Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., rereading or listening again, questioning, and locating information.	LEA/ISD
2. Employ a range of strategies while writing; e.g., using language that inspires, reading the piece aloud, finding and applying new strategies.	2. Employ a wide range of strategies while writing; e.g., organize ideas, clarify message, edit for conventions.	State

Grade Level: 8**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1.	1. Write narrative text, including relevant details to develop plot, characters, and setting.	LEA/ISD
2. Analyze rising action, turning point, and falling action in narrative plot in a variety of genres; e.g., short story, drama, novel.	2. Identify and describe a variety of genre; e.g., poetry, fantasy, folktales.	LEA/ISD
3. Analyze elements such as figurative language, irony, and symbolism in short stories and novels.	3. Identify story elements in narrative text.	State
4. Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas; e.g., pros and cons, arguments and counter arguments, chronological sequence.	4. Same as original content expectation	LEA/ISD
5. Clarify central purpose, major ideas, and supporting ideas in oral and written expository text; e.g., commentary, primary source documents, debate.	5. Identify central purpose, major ideas, and supporting ideas in expository text.	State
6. Clarify how authors combine text patterns across genre to convey meaning; e.g., prose and poetry, prologues/epilogues, previews/reviews.	6. Identify expository text patterns; e.g., descriptive, chronological, compare/contrast.	LEA/ISD
7. Investigate how authors may influence or mislead through bias, stereotyping, omission, and emphasis.	7. Explain how authors use word choice, key phrases, and organization to communicate their message.	LEA/ISD
8. Apply knowledge of text features to locate information and construct meaning; e.g. numbers, symbols, icons.	8. Apply knowledge of text features to locate information and construct meaning; e.g., table of contents, headings, captions.	State

Grade Level: 8**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred).	1. Identify the overall message or theme of text.	State
2. Apply new perspectives from themes, universal truths, and issues of importance within and across oral or written texts to create a deeper understanding; e.g., participate in community service, alter course of action, express individuality.	2. Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; e.g., a narrative to an expository text, a literature selection to a subject area text, a historical event to a current event.	LEA/ISD

Grade Level: 8**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Investigate and relate personal knowledge, experience, and understanding of world to themes, issues, and perspectives in oral and written text.	1. Connect personal knowledge, experience, and understanding of community to ideas in texts.	State
2. Integrate multiple methods to respond to oral and written text; e.g., images, multimedia productions, drama, and display for a wider audience.	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
3. Critically judge and interpret oral or written text; e.g., verifying accuracy of statistics and factual information, assessing universality of message, persuading others to take action.	3. Apply personal understanding of ideas and themes in texts to form opinions with supporting evidence, understand characters, and explore other cultures.	LEA/ISD

Grade Level: 8**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select, explain, and effectively use the appropriate resources for the task; e.g., Internet for research, voter guides for practicing citizenship, mentors for learning life skills.	1. Select and use the appropriate resources for the task; e.g., asking others for clarification, using dictionary for word meaning, using magazines for concept information.	State

Grade Level: 8**Critical Standards**

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grade Level Content Expectation	Extended Content Expectation	Level Assessed (LEA/ISD or State)
1. Select and apply individual and/or established standards to personal or other written text when peer conferencing, preparing for publication, maintaining a portfolio.	1. Apply established standards to judge quality of personal and other written text.	LEA/ISD
2. Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of oral and written text to refine preferences.	2. Discuss and use individual or established standards to judge accuracy and quality of text.	LEA/ISD

Grade Level: 11

Meaning and Communication

Content Standard 1: All students will read and comprehend general and technical material.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	<ol style="list-style-type: none"> 1. Examine a range of written and oral texts from across cultures, time periods, and genre to broaden perspectives. 2. Read a variety of texts with accuracy, appropriate rate, and expression. 3. Summarize the main idea(s) of narrative text and major idea(s) of expository text with relevant details. 4. Use word structure, sentence structure, and prediction to aid in decoding words. 5. Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (regular/irregular verbs, adjectives, adverbs, and subject/verb agreement, etc.). 	<p style="text-align: center;">State</p> <p style="text-align: center;">LEA/ISD</p> <p style="text-align: center;">State</p> <p style="text-align: center;">State</p> <p style="text-align: center;">State</p>

Grade Level: 11

Meaning and Communication

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	<ol style="list-style-type: none"> 1. Focus writing by identifying audience, point of view, and format based on purpose. 2. Write narrative text such as formal and informal letters using the correct format and mailing protocol. 3. Write expository text, organizing content in paragraph structure, including an introduction, topic/main idea sentence(s), details, and a conclusion. 4. Generate, draft, revise, edit, and [publish] different forms of written expression. 5. Spell words in context using multiple strategies and resources; e.g., spelling patterns, word lists, dictionaries, spell check. 	<p style="text-align: center;">State</p>

Grade Level: 11**Meaning and Communication**

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Speak or read aloud with rhythm, tempo, and inflection, while varying volume and pitch.	LEA/ISD
	2. Determine the meaning of words and phrases (words with multiple meanings and content area vocabulary) in context.	State

Grade Level: 11**Language**

Content Standard 4: All students will use the English language effectively.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Adjust use of language to communicate effectively with a variety of audiences and for different purposes; e.g., community building, appreciation/invitations, cross-curricular discussions.	State

Grade Level: 11**Literature**

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Respond to multiple text types by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show understanding.	State

Grade Level: 11**Voice**

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	<ol style="list-style-type: none"> 1. Exhibit individual style and voice to enhance the written message; e.g., in narrative text: strong verbs, figurative language, and sensory images; and in expository text: precision, established importance, and transitions. 2. Identify authors' purpose and support with examples from the text. 	<p style="text-align: center;">LEA/ISD</p> <p style="text-align: center;">State</p>

Grade Level: 11**Skills and Processes**

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	<ol style="list-style-type: none"> 1. Self monitor comprehension while reading or listening, using a variety of strategies to construct meaning; e.g., focusing on text elements/structures, using graphic organizers, and making inferences. 2. Employ a range of strategies while writing; e.g., organize ideas, clarify message, edit for conventions. 	<p style="text-align: center;">LEA/ISD</p> <p style="text-align: center;">State</p>

Grade Level: 11**Genre and Craft of Language**

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Identify and explain the defining characteristics of genre; e.g., drama, fables, tall tales.	LEA/ISD
	2. Write narrative text, including relevant details to develop plot, characters, and setting.	LEA/ISD
	3. Identify text for traits, actions, and motivation of characters.	State
	4. Identify expository text for central purpose, major ideas and supporting ideas.	State
	5. Identify expository text patterns; e.g., compare/contrast, position support, problem/solution.	State
	6. Explain authors' use word choice, style and voice enhance their message.	State
	7. Apply knowledge of text features to locate information and construct meaning; e.g., tables, maps, marginal notes, written directions.	State

Grade Level: 11**Depth of Understanding**

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Discern the overall message or theme of narrative text and the central purpose of expository text.	State
	2. Explain 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.	LEA/ISD

Grade Level: 11**Ideas in Action**

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Connect personal knowledge, experience, and understanding of the world to ideas in text.	State
	2. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.	LEA/ISD
	3. Apply personal understanding of ideas and themes along in texts to solve problems, comprehend other texts, and affect perspectives about the world.	LEA/ISD

Grade Level: 11**Inquiry and Research**

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Select and use the appropriate resources for the task; e.g., dictionary for word meaning, encyclopedia for concept information, internet for current information.	State

Grade Level: 11**Critical Standards**

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grade Level Content Expectations are not yet available at this grade.	Extended Content Expectation	Level Assessed (LEA/ISD or State)?
	1. Apply individual and/or established standards to judge quality, accuracy, and relevance of personal and other written text.	LEA/ISD
	2. Discuss and use individual or established standards to judge accuracy, quality, and relevance of text.	LEA/ISD

APPENDIX C: English Language Arts Sample Assessment Templates

English Language Arts Sample Assessment Template Grade 3

Adult Life Context – Select one: Daily Living Community Experience Employment		
ACCESSING PRINT		EXPRESSING IDEAS
<p>Word Recognition/ Vocabulary 20 multiple choice questions with three distracters each 20 Points</p>	<p style="text-align: center;">Text Comprehension</p> <p>Students will read <u>three</u> texts of different types (narrative, expository, functional) and respond to 7 multiple choice questions about each, each question having three concrete choices.</p> <p style="text-align: center;">21 Points</p>	<p style="text-align: center;">Writing Prompt and 4-Point Rubric</p> <p style="text-align: center;">4 Points</p>
<p>20 high frequency function words – first grade reading level, picturable</p> <p><u>Example:</u> [Picture of egg]</p> <p>Teacher reads: "This is an _____."</p> <p>Student circles: Orange Apple Egg</p>	<p>Narrative: A story about a girl using the telephone during an emergency</p> <p><u>Literal questions about sequence, plot elements, i.e., characters, problem, setting, etc.</u></p> <hr/> <p>Expository: Informational texts on care of pets, Leader Dogs, varieties of puppies – advantages/disadvantages, etc.</p> <p><u>Literal questions about purpose, major ideas, supporting ideas</u></p> <hr/> <p>Functional: Directions for making a snack</p> <p><u>Literal questions about purpose, major ideas, supporting ideas</u></p>	<p>Sequence picture prompt (3 frames):</p> <ul style="list-style-type: none"> • Adult and child walking into pet store • Child holding puppy • Leaving pet store with puppy and supplies <p>Directions ask student to describe what is happening in the pictures.</p> <p style="text-align: center;">or</p> <p>Prompt asks students to list what they would need to have on hand if they got a new puppy.</p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • On-topic development • Logical sequence • Sound-letter correspondence • Conventions (punctuation, capitalization, spelling, etc.)
Extended Grade Level Content Expectations		
4, 5	1, 13, 19, 21	7, 8, 9, 10, 20

**English Language Arts Sample Assessment Template
Grades 4 and 5**

Adult Life Context – Select one: <u>Daily Living</u> Community Experience Employment		
ACCESSING PRINT		EXPRESSING IDEAS
<p>Word Recognition/ Vocabulary 20 multiple choice questions with three distracters each 20 Points</p>	<p align="center">Text Comprehension</p> <p>Students will read <u>three</u> texts of different types (narrative, expository, functional) and respond to 7 multiple choice questions about each, each question having three concrete choices.</p> <p align="center">21 Points</p>	<p align="center">Writing Prompt and 4-Point Rubric</p> <p align="center">4 Points</p>
<p>20 high frequency function words – second grade reading level.</p> <p>Students are given a sentence with a blank. Students use the context and decoding skills to select appropriate fit.</p> <p><u>Example:</u> <i>The ball is _____.</i></p> <p><i>A. happy.</i> <i>B. round.</i> <i>C. long.</i></p>	<p>Narrative: Story about boy/girl riding bicycle with a friend; friend wipes out and breaks arm; boy buys helmet; boy uses safety equipment from then on.</p> <p><u>Literal questions about sequence, plot elements, i.e., characters, problem, setting, etc.</u></p> <hr/> <p>Expository: Informational passage about planting seeds in the spring</p> <p><u>Literal questions about purpose, major ideas, supporting ideas</u></p> <hr/> <p>Functional: Sign with rules for riding the school bus</p> <p><u>Literal questions about purpose, major ideas, supporting ideas</u></p>	<p>Sequence picture prompt (3 frames):</p> <ul style="list-style-type: none"> • Boy/girl receives bicycle as a present • Injured self/friend • Purchasing safety gear <p>Directions ask student to describe what is happening in the pictures.</p> <p align="center">or</p> <p><i>Write a list of rules you will follow when you ride your bike.</i></p> <p align="center">or</p> <p><i>Make a poster about bicycle safety rules.</i></p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • On-topic development • Logical sequence • Sound-letter correspondence • Conventions (punctuation, capitalization, spelling, etc.)
Extended Grade Level Content Expectations		
4, 5	1, 13, 15, 19, 21, 25, 27	7, 8, 9, 10, 12, 20

**English Language Arts Sample Assessment Template
Grades 6, 7, and 8**

Adult Life Context – Select one: Daily Living Community Experience Employment		
ACCESSING PRINT		EXPRESSING IDEAS
<p>Vocabulary 20 multiple choice questions with three distracters each</p> <p align="center">20 Points</p>	<p align="center">Text Comprehension</p> <p>Students will read <u>three</u> texts of different types (narrative, expository, functional) and respond to 7 multiple choice questions about each, each question having three concrete choices.</p> <p align="center">21 Points</p>	<p align="center">Writing Prompt and 4-Point Rubric</p> <p align="center">4 Points</p>
<p>20 high frequency function words – third grade reading level.</p> <p>Students are given a sentence with a blank. Students use the context and decoding skills to select appropriate fit.</p> <p><u>Example:</u> Sam found a job so he could earn money to _____ a new bike. A. <i>sell</i> B. <i>buy</i> C. <i>hire</i></p>	<p>Narrative: A story about a girl/boy “job shadowing” a worker in the community</p> <p><u>Literal and mildly inferential questions about sequence, plot elements, i.e., characters, problem, setting, etc.</u></p> <hr/> <p>Expository: An informational passage about the ways middle school students earn money or a passage on effective babysitting.</p> <p><u>Literal and mildly inferential questions about purpose, major ideas, supporting ideas</u></p> <hr/> <p>Functional: A simple job application</p> <p><u>Literal and mildly inferential questions about purpose, major ideas, supporting ideas</u></p>	<p>Written prompt is either narrative selection or brief scenario about student looking for a job, e.g., mother’s helper, dog walking, etc..</p> <p>Directions ask: <i>Why would someone want to hire you? Make a flyer describing why you are the best person for the job.</i></p> <p align="center">or</p> <p><i>Make a list of the jobs you do at home.</i></p> <p align="center">or</p> <p><i>Describe step-by-step how you do one of your jobs at home.</i></p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Focus on topic • Development • Organization • Conventions
Extended Grade Level Content Expectations		
4, 5, 12	1, 14, 16, 21, 22, 25, 26, 28	6, 8, 9, 10, 13, 18, 31

**English Language Arts Sample Assessment Template
Grade 11**

Adult Life Context – Select one: <u>Daily Living</u> Community Experience Employment		
ACCESSING PRINT		EXPRESSING IDEAS
<p>Vocabulary 20 multiple choice questions with three distracters each</p> <p align="center">20 Points</p>	<p align="center">Text Comprehension Students will read <u>three</u> texts of different types (narrative, expository, functional) and respond to 7 multiple choice questions about each, each question having three concrete choices.</p> <p align="center">21 Points</p>	<p align="center">Writing Prompt and 4-Point Rubric</p> <p align="center">4 Points</p>
<p>20 high frequency function words – fourth grade reading level.</p> <p>Students are given a sentence with a blank. Students use the context and decoding skills to select appropriate fit.</p> <p><u>Example:</u> Sarah filled out an _____ for a driver's license. A. errand B. institution C. application</p>	<p>Narrative: Story about a girl “stuck” at home – uncle has “cool” car and is willing to loan it to her if she can get license; she must convince parents she is responsible.</p> <p><u>Literal and mildly inferential questions about sequence, plot elements, i.e., characters, problem, setting, etc.</u></p> <p>Expository:</p> <ul style="list-style-type: none"> • Pictures of various sports equipment followed by descriptions or • Biography of basketball player <p><u>Literal and mildly inferential questions about purpose, major ideas, supporting ideas, best summary of passage</u></p> <p>Functional: Telephone book listings/ads for used cars</p> <p><u>Literal and mildly inferential questions about purpose, major ideas, supporting ideas</u></p>	<p>Written prompt asks:</p> <p><i>List four questions about obtaining a driver's license that you would ask a driving school.</i></p> <p align="center">or</p> <p><i>Write in correct sequential order each step necessary to get a license.</i></p> <p align="center">or</p> <p><i>What advice would you give the girl in the story about showing her parents she's ready to drive?</i></p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Focus on topic • Development • Organization • Conventions
Extended Grade Level Content Expectations		
4, 5, 12	1, 3, 14, 16, 21, 22, 23, 25, 26, 28, 31	6, 7, 8, 9, 10, 13, 18, 31

APPENDIX D: English Language Arts Sample Items

[Sample items are currently under construction and will be added to the plan by August 2003.]

PROPOSED