

Participation and Supported Independence (P/SI) English Language Arts Extended Grade Level Content Expectations (EGLCE) Draft Version 9/5/07

(Examples similar to P/SI Mathematics will be added at a later date)

Background Information: The federal No Child Left Behind Act of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed and based on rigorous grade level content. MI-Access has used Michigan’s version 12.05 Grade Level Content Expectations (Grades K-8), that were approved in 2006 by the Michigan State Board of Education, to develop content expectations that are appropriate for the Participation and Supported Independence (P/SI) populations. The P/SI Assessment Plan Writing Team, comprised of Michigan stakeholders, and MDE staff, developed the English language arts *Extended* GLCEs found in this document, starting in the spring of 2006 through June 2007.

English Language Arts Elementary and Middle School (Grades K-8) GLCEs Organization		
STRAND 1 Reading (R)	STRAND 2 Writing (W)	STRAND 3 Speaking, Listening, and Viewing (S)
Domains		
WS: Word Study FL: Fluency NT: Narrative Text IT: Informational Text CM: Comprehension MT: Metacognition CS: Critical Strands AT: Attitude	GN: Genre PR: Process PS: Personal Style GR: Grammar and Usage SP: Spelling HW: Handwriting AT: Attitude	CN: Conventions DS: Spoken Discourse RP: Response

*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7).
9/5/07

**Participation and Supported Independence (P/SI) English Language Arts
Extended Grade Level Content Expectations (EGLCE)
Draft Version 9/5/07**

ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Word Study (WS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.	R.WS.07.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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.).	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.).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Word Study (WS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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 <i>poison</i>).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Word Study (WS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	R.WS.07.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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]).	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]).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.WS.e4.P.EG03a Recognize frequently encountered and personally meaningful words paired with pictures and/or objects (e.g., restroom, danger).	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.).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Word Study (WS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	R.WS.07.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.WS.e4.SI.EG04a Know the meaning of frequently encountered content-area words paired with pictures and/or objects (e.g., science, mathematics).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.WS.e4.P.EG04a Identify frequently encountered words paired with pictures and/or objects associated with familiar environments (e.g., school, home).	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.).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Word Study (WS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.	R.WS.07.07 In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.WS.e4.SI.EG07a Recognize words paired with pictures and/or objects associated with familiar tasks (e.g., classroom jobs, hobbies, school work).	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).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Fluency (FL)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.FL.02.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	R.FL.02.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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.	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.
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	R.FL.m2.P.EGAA Understand basic concepts of text messages (e.g., directionality, differences between letters and words, words and sentences).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Narrative Text (NT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.	R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	R.NT.e4.SI.EG01a Identify shared human experiences depicted in classic and contemporary literature from around the world.	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.
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	R.NT.e4.P.EG01a Identify human experiences depicted in classic and contemporary literature from around the world.	R.NT.m7.P.EG01a Identify human experiences depicted in classic and contemporary literature from around the world, as they relate to personal experiences.

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Narrative Text (NT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.	R.NT.07.02 Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.NT.e4.SI.EG02a Identify a variety of narrative text genre (e.g., stories, poetry, songs).	R.NT.m7.SI.EG02a Identify and describe a variety of narrative text genre (e.g., stories, poetry, songs).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.NT.e4.P.EG02a Differentiate between two types of narrative text genre (e.g., stories, poetry, songs).	R.NT.m7.P.EG02a Differentiate between two types of narrative text genre (e.g., stories, poetry, songs).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Narrative Text (NT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.NT.04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.	R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.NT.e4.SI.EG03a Identify simple story elements in narrative text (e.g., characters, setting, story sequence).	R.NT.m7.SI.EG03a Identify an increasing number of story elements in narrative text (e.g., character motivations, conflict, setting, story sequence).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Narrative Text (NT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.NT.04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	R.NT.07.04 Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.NT.e4.SI.EG04a Identify what makes stories fiction vs. fact and why an author makes that choice.	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).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Informational Text (IT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.	R.IT.07.01 Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.IT.e4.SI.EG01a Identify a variety of informational/functional texts (e.g., books, magazines, newspapers, calendars, picture books, informational comic books).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.IT.e4.P.EG01a Identify different types of informational/functional text (e.g., recipes, books, posters, calendars).	R.IT.m7.P.EG01a Identify an increasing variety of informational/functional text (e.g., magazines, personal correspondence, textbooks, reference texts, product labels, newspapers).

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ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Informational Text (IT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	R.IT.07.02 Analyze organizational text patterns including sequential, compare/contrast, and cause/effect.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.IT.e4.SI.EG02a Identify simple informational/functional text patterns (e.g., sequencing, compare/contrast, problem/solution).	R.IT.m7.SI.EG02a Identify an increasing variety of informational/functional text patterns (e.g., sequencing, compare/contrast, problem/solution, cause/effect).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.IT.e4.P.EG02a Answer simple questions regarding basic informational/functional text (e.g., awareness of daily schedule, calendars).	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).

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ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Informational Text (IT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.	R.IT.07.03 Explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.IT.e4.SI.EG03a Identify that pictures and/or drawings enhance understanding of text (e.g., use pictures as context clues).	R.IT.m7.SI.EG.03a Follow simple directions using headings and/or sub-headings, in picture and/or word text (e.g., follow a simple recipe, complete a project).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Comprehension (CM)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	R.CM.07.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.CM.e4.SI.EG01a Connect words, pictures, personal knowledge, and/or experience to draw conclusions and make predictions about simple text.	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.
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.CM.e4.P.EG01a Use words, pictures, personal knowledge, and/or experience to draw conclusions about text.	R.CM.m7.P.EG01a Use words, pictures, personal knowledge, and/or experience to draw conclusions about age appropriate text.

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ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Comprehension (CM)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.	R.CM.07.02 Retell through concise summarization grade-level narrative and informational text.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.CM.e4.P.EG02a Identify significant details from age appropriate narrative text (e.g., character gender, story location, story ending).	R.CM.m7.P.EG02a Identify significant details from age appropriate narrative text (e.g., character gender, story location, text purpose).

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ENGLISH LANGUAGE ARTS		
STRAND: READING		
<i>Domain: Comprehension (CM)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	R.CM.07.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.CM.e4.SI.EG03a Identify that characters are like people within and across texts (e.g., they make choices, have thoughts and feelings).	R.CM.m7.SI.EG03a Identify that stories have universal themes within and across texts (e.g., friendship, bravery, fairness).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	R.CM.m7.P.EG03a Demonstrate understanding that stories have universal themes within and across texts (e.g., friendship, bravery, fairness).

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Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.	R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	R.CM.e4.SI.EG04a Ask questions about content area text (e.g., science and social studies material).	R.CM.m7.SI.EG04a Apply information from content area texts to other situations (e.g., drawings, presentations, summaries).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7).
9/5/07

**Participation and Supported Independence (P/SI) English Language Arts
Extended Grade Level Content Expectations (EGLCE)
Draft Version 9/5/07**

ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Metacognition (MT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.MT.04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	R.MT.07.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	R.MT.e4.SI.EG01a Use self-monitoring comprehension strategies when interacting with text (e.g., questioning, re-reading, re-telling).	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).
Participation Extended Grade Level Content Expectation	N/A	N/A

*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7).
9/5/07

**Participation and Supported Independence (P/SI) English Language Arts
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Draft Version 9/5/07**

ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Metacognition (MT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.	R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	R.MT.e4.SI.EG02a Use processes to construct and/or convey meaning (e.g., creating lists, creating graphic organizers).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	R.MT.e4.P.EG02a Use simple processes to convey meaning (e.g., creating lists, using familiar communication systems).	R.MT.m7.P.EG02a Use processes to construct and/or convey meaning (e.g., creating lists, using familiar communication systems).

*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7).
9/5/07

**Participation and Supported Independence (P/SI) English Language Arts
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ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Critical Standards (CS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.	R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	R.CS.e4.SI.EG01a Assess personal work and the work of others based on predetermined criteria (e.g., content, production, presentation).	R.CS.m7.SI.EG01a Assess personal work and the work of others based on predetermined criteria (e.g., content, production, presentation).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	R.CS.e4.P.EG01a Assess personal work based on predetermined criteria (e.g., content).	R.CS.m7.P.EG01a Assess personal work based on predetermined criteria (e.g., content).

*Linked: Whenever possible the Draft EGLCE corresponds to the center of the grade span (grade 4 or grade 7).
9/5/07

**Participation and Supported Independence (P/SI) English Language Arts
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ENGLISH LANGUAGE ARTS STRAND: READING		
<i>Domain: Reading Attitude (AT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	R.AT.04.01 Be enthusiastic about reading and do substantial reading and writing on their own.	R.AT.07.01 Be enthusiastic about reading and do substantial reading and writing on their own.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	R.AT.e4.P.EG01a Be enthusiastic about accessing text (e.g., selecting a variety of age appropriate texts for reading, listening, viewing enjoyment).	R.AT.m7.P.EG01a Be enthusiastic about accessing text (e.g., selecting a variety of age appropriate texts for reading, listening, viewing enjoyment).

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Genres (GN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.	W.GN.07.01 Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification)
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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.	W.GN.m7.SI.EG01a Write a personal narrative using symbols, pictures, and/or print, showing progress in creating simple sentences.
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	W.GN.e4.P.EG01a Create personal work (e.g., drawings, emergent writing).	W.GN.m7.P.EG01a Create personal work (e.g., drawings, emergent writing).

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9/5/07

**Participation and Supported Independence (P/SI) English Language Arts
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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Genres (WG)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.GN.04.02 Write poetry based on reading a wide variety of grade-appropriate poetry.	W.GN.04.02 Write poetry based on reading a wide variety of grade-appropriate poetry.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.GN.e4.SI.EG02a Use poetic language (e.g., identify rhyming words, rhyme with given words).	W.GN.m4.SI.EGAA Use poetic language (e.g., identify rhyming words, rhyme with given words, create simple couplets).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.GN.e4.P.EG02a Use poetic language (e.g., identify rhyming words).	W.GN.m4.P.EGAA Use poetic language (e.g., identify rhyming words, rhyme with given words).

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**Participation and Supported Independence (P/SI) English Language Arts
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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Genres (GN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g. compare/contrast) and informational text features.	W.GN.07.02 Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	W.GN.m7.SI.EG02a Write an informational report using symbols, pictures, and/or print (e.g., research project, class assignment, presentation).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Genres (GN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.GN.04.04 Use the writing process to produce and present a research project using a teacher approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.	W.GN.07.03 Formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Process (PR)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	W.PR.07.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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.).	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.).
Participation Extended Grade Level Content Expectation	N/A	N/A

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**Participation and Supported Independence (P/SI) English Language Arts
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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Process (PR)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).	W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.PR.e4.SI.EG02a Use prewriting strategies to develop a personal narrative (e.g., story maps, outlines).	W.PR.m7.SI.EG02a Use prewriting strategies to develop a personal and informational narrative (e.g., story maps, outlines, word webs).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.PR.e4.P.EG02a Contribute to class brainstorming sessions to generate ideas for group writing projects.	W.PR.m7.P.EG02a Contribute to class brainstorming sessions to generate and organize ideas for group writing projects.

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**Participation and Supported Independence (P/SI) English Language Arts
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ENGLISH LANGUAGE ARTS STRAND: WRITING		
<i>Domain: Writing Process (PR)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.	W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	W.PR.m7.SI.EG04a Write or scribe a sentence to express ideas (e.g., describe an event or object).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Process (PR)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.	W.PR.07.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.PR.e4.SI.EG05a Make simple edits to personal writing and/or pictures (e.g., adding detail).	W.PR.m7.SI.EG05a Make edits to personal writing and/or pictures (e.g., adding detail, correcting errors, expanding language).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Personal Style (PS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	W.PS.07.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	W.PS.e4.SI.EG01a Show originality in oral, written, and/or visual narrative messages (e.g., natural language, expressed sentiment, original ideas).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	W.PS.e4.P.EG01a Exhibit an individual style in oral and/or visual messages.	W.PS.m7.P.EG01a Exhibit an individual style in oral and/or visual messages.

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Grammar and Usage (GR)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.	W.GR.07.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.GR.e4.SI.EG01a Use rudimentary sentences in writing with words and/or pictures (e.g., noun/verb, noun/adjective, simple punctuation).	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).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Spelling (SP)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	W.SP.07.01 In the context of writing, correctly spell the derivatives of bases and affixes.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.SP.e4.SI.EG01a Accurately copy personal information and frequently encountered words (e.g., first name, last name, safety words, address).	W.SP.m7.SI.EG01a Accurately spell personal information and simple frequently encountered words (e.g., first name, last name, one syllable spelling words).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Handwriting (HW)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.HW.04.01 Write neat and legible compositions.	W.HW.07.01 Write neat and legible compositions.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.HW.e4.SI.EG01a Copy upper and lower case letters legibly.	W.HW.m7.SI.EG01a Write upper and lower case letters and own name legibly.
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	W.HW.e4.P.EG01a Use forms of early writing (e.g., scribbling, drawing, making letter-like marks).	W.HW.m7.P.EG01a Use forms of early writing with demonstrated purpose (e.g., scribbling, drawing, making letter-like marks to represent name).

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ENGLISH LANGUAGE ARTS		
STRAND: WRITING		
<i>Domain: Writing Attitude (AT)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	W.AT.04.01 Be enthusiastic about writing and learning to write.	W.AT.07.01 Be enthusiastic about writing and learning to write.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD	W.AT.e4.P.EG01a Be enthusiastic about using written communication and/or communication devices.	W.AT.m7.P.EG01a Be enthusiastic about using written communication and/or communication devices.

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Speaking Conventions (CN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.	S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.CN.e4.SI.EG01a Use simple grammatical structures correctly (e.g., singular/plural nouns, appropriate pronouns).	S.CN.m4.SI.EGAA Use grammatical structures correctly (e.g., singular/plural nouns, appropriate pronouns, simple conjunctions, subject/verb agreement).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.CN.e4.P.EG01a Identify simple grammatical structures correctly (e.g., singular/plural nouns).	S.CN.m4.P.EGAA Identify simple grammatical structures correctly (e.g., singular/plural nouns and appropriate pronouns).

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**Participation and Supported Independence (P/SI) English Language Arts
Extended Grade Level Content Expectations (EGLCE)
Draft Version 9/5/07**

ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Speaking Conventions (CN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.	S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Speaking Conventions (CN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.	S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.CN.e5.SI.EG03a Recognize the need for appropriate voice volume in varied contexts (e.g., playground, classroom).	S.CN.m5.SI.EGAA Recognize the need for appropriate voice volume in varied contexts (e.g., outside, classroom).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.CN.e5.P.EG03a Recognize the need for appropriate voice volume in familiar settings (e.g., playground, classroom).	S.CN.m5.P.EGAA Recognize the need for appropriate voice volume in familiar settings (e.g., outside, classroom).

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STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Speaking Conventions (CN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.	S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation	N/A	N/A

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Spoken Discourse (DS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.DS.e4.P.EG01a Engage in and focus on conversations in a variety of settings (e.g., classroom, transitions, community).	S.DS.m7.P.EG01a Engage in and maintain focus on conversations in a variety of settings (e.g., classroom, transitions, community).

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Spoken Discourse (DS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.DS.04.02 Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.DS.e4.SI.EG02a Retell main facts from narrative stories (e.g., main character, setting).	S.DS.m7.SI.EG03a Retell main ideas and/or themes from narrative stories (e.g., plot, goals, conclusion)
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.DS.e4.P.EG02a Retell familiar experiences and/or stories (e.g., family events, community events).	S.DS.m7.P.EG03a Retell familiar experiences and/or stories providing several details (e.g., family events, community events).

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Spoken Discourse (DS)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.	S.DS.07.04 Plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.DS.e4.SI.EG04a Deliver simple presentations for functional purposes (e.g., introductions, classroom tours, school tours).	S.DS.m7.SI.EG04a Plan and deliver simple presentations for functional and instructional purposes (e.g., introductions, classroom tours, school tours, project presentation).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	S.DS.e4.P.EG04a Introduce self to familiar and unfamiliar people using verbalizations, symbols, pictures, and/or assistive technology devices.	S.DS.m7.P.EG04a Introduce self with added detail to familiar and unfamiliar people using verbalizations, symbols, pictures, and/or assistive technology devices.

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Listening Conventions (CN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.	L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	L.CN.e4.SI.EG01a Understand and follow one and two-step directions.	L.CN.m4.SI.EGAA Understand and follow complex directions (more than two-steps).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	L.CN.e4.P.EG01a Follow one and two-step directions.	L.CN.m4.P.EGAA Answer questions related to familiar routines and experiences (e.g., instructional routines).

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Listening Conventions (CN)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	L.CN.07.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	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).	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).

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Response (RP)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	L.RP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	L.RP.e4..SI.EG03a Demonstrate understanding of age appropriate text content (e.g., discuss and/or illustrate main ideas, answer questions).	L.RP.m7.SI.EG05a Demonstrate understanding of age appropriate text content (e.g., discuss and/or illustrate main ideas, answer questions, retell events).
Participation Extended Grade Level Content Expectation Classroom/LEA/ISD and State	L.RP.e4.P.EG03a Respond to speech and/or text in a way that reflects understanding.	L.RP.m7.P.EG05a Respond to multiple oral and/or visual text types in ways that reflect understanding.

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ENGLISH LANGUAGE ARTS		
STRAND: SPEAKING, LISTENING, AND VIEWING		
<i>Domain: Response (RP)</i>		
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD: State)	Elementary School – Grades 3-5 (Linked to Grade 4)*	Middle School – Grades 6-8 (Linked to Grade 7)*
English Language Arts Elementary and Middle School Grade Level Content Expectation v.12.05	L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.	L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.
Supported Independence Extended Grade Level Content Expectation Classroom/LEA/ISD and State	L.RP.e7.SI.EGAA Identify simple techniques used by speakers to present information (e.g., persuasive, informative).	L.RP.m7.SI.EG07a Identify a speaker's purpose and the techniques used to present information (e.g., persuasive, informative, functional).
Participation Extended Grade Level Content Expectation	N/A	N/A

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