

2019 Alabama Alternate Achievement Standards

Teaching and Learning Guide



English Language Arts

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Introduction

The *Alabama Alternate Teaching and Learning Guides* were developed in conjunction with Alabama special education and content educators. The guides provide instructional guidance to teachers in instruction and promote learning for students with significant cognitive disabilities who qualify for the Alabama Alternate Assessment. The Alabama Alternate Achievement Standards listed in this document have been prioritized to cover the grade-level expectations of the Alabama State Standards and reflect a decreased depth and breadth of the content. The Alabama Alternate Teaching and Learning Guides will aid teachers during instruction by showing the alignment to the general education standards, outlining the achievement elements of the alternate achievement standards, providing key vocabulary, listing the progressions of the content toward mastery of the alternate achievement standards, and providing examples of how to apply the alternate achievement standards during instruction.

Purpose of the Alabama Alternate Achievement Standards

The Alabama Alternate Achievement Standards are for the instruction and assessment of students in the one-percent population, which is defined as students who

- have the most significant cognitive disabilities or multiple disabilities that affect intellectual functioning and adaptive behaviors and
- are unable to participate in the general assessment even with accommodations.

Purpose and Rigor of the Alabama Alternate Achievement Standards

Evidence from the Alabama Alternate Assessment shows that students with significant cognitive disabilities can and do learn. The data from this assessment over time also show that students in the one-percent population are ready for increased rigor and content. Furthermore, the Every Student Succeeds Act (ESSA) requires states to adopt challenging academic standards and assessments, which include alternate academic achievement standards for students with the most significant cognitive disabilities. States must ensure that alternate achievement standards

- are aligned with state standards.

- promote access to the general education curriculum.
- reflect professional judgment to the highest possible standards achievable by such students.
- are aligned to ensure the students meet the alternate standards and are on track to pursue postsecondary education or employment.

Purpose of the Teaching and Learning Guides

The Teaching and Learning Guides are designed to meet the following goals:

- To provide guidance for teaching the Alabama Alternate Achievement Standards that align to the Alabama State Standards.
- To provide content-based differentiation strategies, tools, and methodologies for instruction for students with significant cognitive disabilities that are content based.
- To provides teachers with a method to delineate the skills and knowledge needed for students with significant cognitive disabilities to master the alternate standards.
- To provide content-based examples to aid in instruction for students with significant cognitive disabilities.

How to Use the Guide

The Teaching and Learning Guides are organized by grade, strand, and objective in the text box at the top of the page. For each strand and objective, the following information is included to help guide instruction for students with significant cognitive disabilities:

- **General Education Standards:** The General Education Standards listed in this document are the Alabama State standards that are most essential for students with significant disabilities.
- **Alabama Alternate Achievement Standards:** The Alabama Alternate Achievement Standards in this document are aligned to the general education standards and reflect a reduction of the depth and breadth of these standards.
- **Achievement Elements:** The Achievement Elements are statements that identify the essential skills needed for students to achieve the Alabama Alternate achievement standards.
- **Key Vocabulary:** The Key Vocabulary section identifies the content language specific to the standard that is necessary for students to know to meet that standard.

- **Teaching and Learning Progressions:** The Teaching and Learning Progressions sections map out the sequence of knowledge and skills necessary to achieve the Alabama Alternate Achievement Standards. Note: The teaching and learning progressions are not all-encompassing because students in this population may need instruction or skills that are not outlined in this guide.
- **Application of Alabama Alternate Achievement Standards:** The Application of Alabama Alternate Achievement Standards sections provide teachers with some activities that are related to the Achievement Elements.
- **Levels of Standards:** The Levels of Standards tables show examples of the skills students may be working toward at each level of achievement.

Connectivity of the Alabama Alternate Achievement Standards to Instruction and the General Education Standards

The Alabama Alternate Achievement Standards are aligned to the general education standards by design so students with cognitive disabilities can have access to age-appropriate content and the general education curriculum. Because the Alabama Alternate Achievement Standards reflect a less rigorous depth and breadth of the general education standards, the alternate standards work in concert with the general education curriculum. The information in the Teaching and Learning Progressions section in the guides can be used to show how students with significant cognitive disabilities are connected to and can access the general curriculum.

Students Who Are Pre-Symbolic Learners

All students can and do learn. The students who are considered pre-symbolic learners have the following characteristics:

- They gain attention through vocalizations, body movements, cries, changes in facial expressions, or changes in body position.
- They exhibit unclear or irregular responses to stimuli from others (e.g., smell, touch, speech, or vision).
- They have wants and needs that are interpreted by others based on their vocalizations, body movements, cries, changes in facial expressions, or changes in body position.

When teaching students who are pre-symbolic learners, teachers may want to include the following skills in their instruction to facilitate communication and learning:

- Communicate intentionally to continue or repeat an activity or action.

- Identify own interests.
- Seek out or request attention of others.
- Search for objects or people of interest.
- Direct attention to objects or people.
- Express a preference (e.g., likes or dislikes).
- Express an interest in something.
- Respond to something new or different.
- Express a like or dislike for a stimulus.
- Respond to a stimulus (e.g., follows a light with eyes, vocalizes when spoken to, shows interest in objects).

Using the Standards and the Teaching and Learning Guides to Write IEP Goals

The Alabama Alternate Achievement Standards inform teachers about what to teach but not *how* to teach. The IEP needs to reference the alternate achievement standards, and the goals need to address the specific skills in the standards that an individual student needs to be taught in order to meet the standards. Teachers may use the teaching and learning progressions as a guide for specific skills the student may need to access the alternate achievement standard.

Accommodations and Supports

The accommodations and supports listed in the table below are supported by the most current research and are available for assessments. Students with significant support needs may have additional accommodations and supports that are not listed here but are necessary to access instruction.

Accommodations and Supports

Accommodation	Description
American Sign Language	A teacher may use American Sign Language (ASL) or manually coded English as a presentation accommodation.
Assistive Technology	An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to present materials to a student.
Braille	Braille, either contracted or uncontracted, may be used by students who are blind or visually impaired.
Brailler/Braille Tools	For students who use braille, a brailler and other braille tools such as a raised number line, braille ruler, and braille clock may be used.
Breaks	Students in the one percent population may need frequent breaks to refocus or rest.
Color Overlays/High Contrast	Color transparencies may be placed over a paper-based assessment, and the color of computer background screens or text may be changed to provide the student with high contrast.
Computer, Speech to Text, or Another Device to Write	A computer or other device may be used to respond to a writing prompt.
Extended Time	Extended time is generally time and a half.

Accommodation	Description
Flexible Scheduling	Flexible scheduling is imperative. A teacher is able to choose the time of day that is best for the student. Teachers may also stop and restart the test at any time based on the student’s needs. Note: teachers may not administer any questions that had already been presented to or answered by the student.
Highlighters	Highlighters may be used to color text in items or passages.
Individualized Instruction and Assessment	Instruction and assessment is administered in small groups or in a one-to-one setting.
Large Print	In general, large print is 18 pt. font.
Line Readers	Line readers may be used to isolate text.
Magnification Tool or Device	A magnifying glass or CCTV may be used if the student requires further enlargement of the student materials.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
Math Manipulative	Math manipulatives such as counters, a hundreds chart, and specialized rulers may be provided.
Physical Prompting	The teacher may assist a student with limited physical and/or mobility manipulate objects.
Picture Symbols	Picture symbols may be used for the writing prompt. An array of pictures on and off topic should be presented to the student.
Real Objects	Real objects may be substituted for pictures.
Scratch Paper	Scratch paper to make notes, write computations, or record responses may be made available.

Accommodation	Description
Scribe	A scribe may be used for students who have difficulty with writing or pointing. Student will dictate his or her responses to the teacher who records what is dictated by the student.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Key Ideas and Details

General Education Standards

- ELA.K.1 With prompting and support, ask and answer questions about key details in a text.
- ELA.K.1a Make predictions to determine main idea and anticipate an ending. (Alabama)
- ELA.K.2 With prompting and support, retell familiar stories, including key details.
- ELA.K.3 With prompting and support, identify characters, settings, and major events in a story.

Alternate Achievement Standards

- ELA.AAS.K.1 With prompting and support, identify main idea of a story.
- ELA.AAS.K.2 With prompting and support, retell details about a story.
- ELA.AAS.K.3 With prompting and support, identify characters and setting in a story.

Achievement Elements

Students will be able to identify the main idea, retell supporting details, characters, and setting of a literary text.

Key Vocabulary

main idea, character, setting, detail

Teaching and Learning Progressions

- When asked orally, identify the main idea of a story.
- When asked orally, identify the topic/subject of a sentence.
- Identify the sequence of a story.
- Retell details in a story.
- Identify characters.
- Identify setting.
- Recognize that details can be characters, descriptions, and settings in a story.
- Understand that setting is the place where the action occurs.
- Understand that characters are the people, animals, or in a story.
- When asked orally, identify descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

With verbal prompting and/or visual cues, students are able to identify the main idea, details, characters, and settings in a text.

- What is the story about?
- Who are the characters in the story?
- What is the setting of the story?
- Ask students to
 - match setting, character, and/or sequence of events for a text.
 - match characters in a story to a picture.
 - draw and verbally describe different settings.
 - identify locations in the school where an activity occurs.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the main idea and detail of a story.	With support, identify the main idea and detail in a story.	Identify the topic of a sentence.	Exhibit curiosity about a text.
Identify the characters and setting of a story.	With support, identify the characters and setting in a story.	Identify pictures that go with a story.	With support, identify pictures that go with a story.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Craft and Structure

General Education Standard

ELA.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Alternate Achievement Standard

ELA.AAS.K.6 With prompting and support, define the terms *author* and *illustrator*; with prompting and support, identify the author and illustrator of a particular story.

Achievement Elements

Students will be able to identify the author and the illustrator of a story.

Key Vocabulary

author, illustrator

Teaching and Learning Progressions

- Identify the author and the illustrator of a story.
- Define verbally the terms *author* and *illustrator*.
- Recognize the words *author* and *illustrator*.
- Identify where to find specific information, such as author and illustrator, in a text.
- Recognize that the information on the cover of a book has a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- While reading a story, ask what is an author?
- While reading a story, ask what is the role of the author in the telling of the story?
- While reading a story, ask what is an illustrator?
- While reading a story, ask what is the role of the illustrator in the telling of the story?
- Ask students to
 - match a picture to the picture on the front of a book.
 - use terms in the classroom such as *author* and *illustrator* when a student writes or draws.
 - find the author or the illustrator on the cover of a book.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify both the author and the illustrator of a story.	With support, identify both the author and illustrator of a story.	With support, identify the author or the illustrator of a story.	Exhibit curiosity about a text.
Define the role of the author and the illustrator of a story.	With support, define the role of both the author and illustrator of a story.	With support, define the role of the author or the illustrator.	Exhibit curiosity about a picture.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Alternate Achievement Standard

ELA.AAS.K.7 With prompting and support, match words in the story to complementary illustrations.

Achievement Elements

Students will be able to identify the relationship between the illustrations and the story.

Key Vocabulary

illustration, drawing, word

Teaching and Learning Progressions

- Match pictures to familiar noun words from a text.
- When asked orally, identify objects or pictures that go with a story.
- Identify print/pictures in the environment (e.g., bathroom, girl, boy, nurse).
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about a story (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Draw a picture and with support, label the details/objects within the picture.
- Create a sentence with pictures.
- Use pictures of characters, objects, places, or events when reading a story aloud.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the relationship between a text and the text illustration.	With support, identify the relationship between the illustration and the text.	Identify the text or the illustration.	Exhibit curiosity about a text.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

ELA.K.10 With prompting and support, ask and answer questions about key details in a text.

ELA.K.11 With prompting and support, identify the main topic and retell key details of a text.

ELA.K.12 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Alternate Achievement Standards

ELA.AAS.K.10 With prompting and support, identify who, what, and/or where of an informational text.

ELA.AAS.K.11 With prompting and support, identify the main topic of an informational text.

ELA.AAS.K.12 Match and/or describe how two individuals, events, or ideas are connected in a text.

Achievement Elements

Students will be able to identify the main topic, details, and real-life events, ideas, and individuals of an informational text.

Key Vocabulary

who, what, where, main topic, real-life, event, idea, people

Teaching and Learning Progressions

- Identify supporting details, events, ideas, and individuals in an informational text.
- Answer who, what, and where questions about a picture, an illustration, or words in an informational text.
- Identify concrete details or steps in an informational text.
- When asked orally,
 - ❑ recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
 - ❑ identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
 - ❑ identify the main idea of a text.
 - ❑ identify the topic/subject of an informational sentence.
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Have students
 - ❑ match pictures to specific details in a text.
 - ❑ describe an object (e.g., size, shape, texture).
 - ❑ discuss two familiar people.
- Read
 - ❑ a “how-to” text to students and ask what is being made or what is the topic of the “how-to” text.
 - ❑ a text about a specific animal and ask students to identify the animal.
 - ❑ an informational text of high interest and ask students to participate in identifying personal experiences related to the text (e.g., read about animals at the zoo, read “how-to” text about familiar school activities).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the main topic of a text.	With support, identify the main topic of a text.	Identify the topic of a sentence.	Exhibit curiosity about a text.
Identify key details of a text.	With support, identify key details of a text.	With prompting, identify concrete details or steps in an informational text.	With prompting, point to illustrations in an informational text.
Make connections between text and real life.	With support, make connections between text and real life.	With prompting, talk about familiar people or events.	Identify familiar people.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.K.15 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Alternate Achievement Standard

ELA.AAS.K.15 Identify and/or define the author and illustrator of an informational text.

Achievement Elements

Students will be able to identify the author and the illustrator of the text.

Key Vocabulary

author, illustrator

Teaching and Learning Progressions

- Identify where to find specific information, such as author and illustrator, in a text.
- Recognize the terms *author* and *illustrator*.
- Recognize that the information on the cover of a book has a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Use terms in the classroom such as *author* and *illustrator* when students write or draw.
- Ask students to
 - find the author or the illustrator on the cover of a book.
 - identify the words *author* and *illustrator*.
 - match picture symbols to the words *author* and *illustrator*.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify both the author and the illustrator of a text.	With support, identify both the author and the illustrator of a text.	With support, identify the author or the illustrator of a text.	Exhibit curiosity about a text.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.K.17 With prompting and support, identify the reasons an author gives to support points in a text.

Alternate Achievement Standard

ELA.AAS.K.17 With prompting and support, identify a reason an author gives to support a key point in an informational text.

Achievement Elements

Students will be able to identify key details to support the main topic of a text.

Key Vocabulary

why, reason, support

Teaching and Learning Progressions

- Identify the key points that support the main topic.
- Identify which details are important to the topic.
- Identify the topic/subject of a sentence.
- Identify details in a text.
- When asked orally, recognize descriptive words that describe, size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read an informational text and together determine what was learned about the topic.
- Read an informational text and ask students to tell which details are important.
- Together determine which details are the most important and which are less important.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify key details to support the main topic of a text.	With support, identify key details to support the main topic of a text.	With support, identify details on a topic of a text.	Exhibit curiosity about a text.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Print Concepts

General Education Standards

- ELA.K.20 Demonstrate understanding of the organization and basic features of print.
- ELA.K.20a Follow words from left to right, top to bottom, and page by page.
- ELA.K.20b Recognize that spoken words are represented in written language by specific sequences of letters.
- ELA.K.20c Understand that words are separated by spaces in print.
- ELA.K.20d Recognize and name all uppercase and lowercase letters of the alphabet.

Alternate Achievement Standards

- ELA.AAS.K.20 Demonstrate understanding of the organization and basic features of print.
- ELA.AAS.K.20a Follow words from left to right, top to bottom, and page to page.
- ELA.AAS.K.20d Recognize and name all uppercase and lowercase letters of the alphabet.

Achievement Elements

Students will be able to demonstrate beginning reading skills related to the concept of print.

Key Vocabulary

letters of the alphabet

Teaching and Learning Progressions

- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.
- Demonstrate directionality of print (left to right, top to bottom, and page to page).
- Know the purpose for letters.
- Demonstrate how to hold a book correctly.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Read a story to students and pause occasionally to ask “what letter is this?”
- Ask students to show how to hold a book.
- Complete letter activities to increase recognition of letters.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Recognize that letters combine to form words.	Recognize and name all uppercase and lowercase letters of the alphabet.	Recognize and name some uppercase and lowercase letters of the alphabet.	Exhibit curiosity about a text.
Point to and follow words from left to right, top to bottom, and page to page while reading text.	Independently point to and follow words from left to right, top to bottom, and page to page.	With support, point to and follow words from left to right, top to bottom, and page to page.	With support, point to pictures or print in a text.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Fluency

General Education Standard

ELA.K.23 Read emergent-reader texts with purpose and understanding.

Alternate Achievement Standard

ELA.AAS.K.23 Read emergent-reader text with purpose and understanding.

Achievement Elements

Students will be able to read words with picture support.

Key Vocabulary

word, letter, sound

Teaching and Learning Progressions

- Identify general familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize common environmental print.
- Understand and use the phonetic rules and the exceptions.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.

- Identify the purpose for letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Read a story to students and pause occasionally to ask “what word is this?”
- Create and read environmental print.
- Ask students to match pictures to words in the classroom.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Independently read more than twenty-five words paired with pictures.	Independently read twenty-five words paired with pictures.	With support, read words paired with pictures.	Exhibit curiosity about a text.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standard

ELA.K.24 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is*).

Alternate Achievement Standard

ELA.AAS.K.24 Using a combination of drawings, dictation and writing, compose opinion pieces by stating an opinion; provide a reason related to the opinion.

Achievement Elements

Students will be able to compose an opinion piece of writing on a given topic with support.

Key Vocabulary

writing, opinion

Teaching and Learning Progressions

- Use a writing tool to write an opinion and provide a reason.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Write from left to right.

- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent a word or words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students relate a topic to an image (e.g., picture of a pool with people swimming).
- Help students understand the concept of topic (e.g., choose a favorite activity to tell about).
- Ask students to review different source materials (e.g., books, websites, charts) to gather information to make a purchase (e.g., what is the best brand of sneakers for an activity).
- Create a sentence stem (e.g., I like _____ because _____, I think _____ because _____.) and have students fill the blanks with words or pictures (e.g., pizza, bike riding, art class).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Independently compose an opinion piece of writing on a given topic with one opinion and more than one detail.	Independently compose an opinion piece of writing on a given topic with only one opinion and one detail.	With support, compose an opinion piece of writing on a given topic with only one opinion and one detail.	Exhibit curiosity about writing.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standard

ELA.K.30 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Alternate Achievement Standard

ELA.AAS.K.30 With prompting and support, recall a familiar experience or event.

Achievement Elements

Students will be able to recall familiar information about various topics.

Key Vocabulary

recall

Teaching and Learning Progressions

- Use common language to describe things and produce common story starters.
- Sustain more complex conversations in different situations with others (e.g., following directions, understanding oral text).
- Initiate a simple conversation with others.
- Gain meaning from simple, spoken, one-step directions or thoughts.
- Convey a message to other people using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Have students connect people with specific activities (e.g., police officer with safety, students with learning).
- Give students a list of activities and have students categorize them (e.g., things to do in different types of weather, appropriate attire for different activities).
- Give students items in a category and have them draw conclusions about the items (e.g., a set of clothes that includes a hat, mittens, and a heavy jacket means they are worn in cold weather).
- Have students connect sources with different kinds of information (e.g., menu with food in a restaurant, dictionary with words, television with current news).
- In a large group situation, ask students to recall what they did yesterday.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Independently recall related information about a specific event or topic experienced.	Recall related information about a specific event or topic experienced.	Recall information about various topics.	Exhibit curiosity about writing.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

- ELA.K.32 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- ELA.K.33 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Alternate Achievement Standards

- ELA.AAS.K.32 Answer questions about a text read aloud.
- ELA.AAS.K.33 With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Achievement Elements

Students will be able to ask and answer questions to get their needs met, to make a request, or to gain information.

Key Vocabulary

who, what, where, question, need, want

Teaching and Learning Progressions

- Answer who, what, and where questions about a text read aloud.
- Respond to texts read aloud in ways that demonstrate engagement (e.g., point to pictures).
- Exhibit curiosity about text being read (e.g., turn head toward reader).
- Use common language to ask for information.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.

- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Before reading a story, show students the cover of the book with an illustration and ask them what they think the story is about.
- When reading a story aloud, pause occasionally and ask “What do you think will happen next?”
- Create situations where students will need to ask a question (e.g., leave a blank space on the calendar for a preferred activity).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Independently ask and answer questions to get needs met, to make a request, or to gain information.	With support, ask and answer questions to get needs met, to make a request, or to gain information.	With support, ask or answer questions to get needs met, to make a request, or to gain information.	Exhibit curiosity about conversations.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standard

ELA.K.34 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Alternate Achievement Standard

ELA.AAS.K.34 With prompting and support, answer questions about familiar people, places, and things.

Achievement Elements

Students will be able to ask and answer questions about familiar people, places, and things.

Key Vocabulary

familiar people, places, and things specific to the student; question

Teaching and Learning Progressions

- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Ask students questions about another teacher or activity.
- Ask students questions about pictures of familiar people, places, and things.
- Create situations where students will need to ask questions (e.g., have pictures of familiar places and ask who, what, and where questions).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Independently ask and answer questions about familiar people, places, and things.	With support, ask and answer questions about familiar people, places, and things.	With support, ask or answer questions about familiar people, places, and things.	Exhibit curiosity about conversations.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

- ELA.K.37 Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.K.37a Print many uppercase and lowercase letters.
- ELA.K.37b Use frequently occurring nouns and verbs.
- ELA.K.37c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- ELA.K.37d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- ELA.K.37e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- ELA.K.37f Produce and expand complete sentences in shared language activities.

Alternate Achievement Standards

- ELA.AAS.K.37 With prompting and support, speak and write in complete sentences.
- ELA.AAS.K.37a With prompting and support, print uppercase and lowercase letters.
- ELA.AAS.K.37b With prompting and support, use frequently occurring nouns and verbs.
- ELA.AAS.K.37e With prompting and support, use frequently occurring preposition words (concrete prepositions) (e.g., *to, from, in, out, on, off, by, and with*).
- ELA.AAS.K.37f With prompting and support, produce and expand complete sentences in shared language activities.

Achievement Elements

Students will be able to identify a complete simple sentence with correct grammar and mechanics.

Key Vocabulary

positional word, letter, own name

Teaching and Learning Progressions

- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize common environmental print.
- Recognize and role play with positional words.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Have students match word cards to pictures or objects in the room.
- Have students verbally state a complete sentence.
- Have students identify which words should be capitalized in a simple sentence.
- Have students write their first and last names.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Create a complete simple sentence with correct grammar and mechanics.	Identify a complete simple sentence with correct grammar and mechanics.	With support, identify a complete simple sentence with correct grammar and mechanics.	Exhibit curiosity about language.

Grade: Kindergarten

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.K.40 With guidance and support from adults, explore word relationships and nuances in word meanings.
- ELA.K.40a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- ELA.K.40b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- ELA.K.40c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- ELA.K.40d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Alternate Achievement Standards

- ELA.AAS.K.40 With prompting and support, explore word relationships and nuances in word meanings.
- ELA.AAS.K.40a With prompting and support, sort common objects into familiar categories (e.g., color, shape, size).
- ELA.AAS.K.40b Identify frequently occurring, familiar verbs and adjectives with their picture card opposites (e.g., light/dark, asleep/awake, walk/run).
- ELA.AAS.K.40c Identify real-life connections between objects and their uses (e.g., stove/cooking, sink/washing, bathtub/bathing).
- ELA.AAS.K.40d With prompting and support, distinguish shades of meaning among verbs describing same action (e.g., walk, march, strut).

Achievement Elements

Students will be able to categorize according to common attributes.

Key Vocabulary

same, different, opposite

Teaching and Learning Progressions

- Categorize according to attributes.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize differences in two or more objects.
- Identify similarities and differences between objects.
- Identify objects.

Application of Alternate Achievement Standards

- Play a game using word opposites (e.g., walk/stop, on/off, light/dark).
- Have students describe what they do with an object (e.g., write with a pencil, wash hands in the sink).
- Ask students to describe the attributes of an object.
- Given a set of common items, have students sort the items into categories according to different attributes.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Categorize according to multiple common attributes.	Categorize according to common attributes.	With support, categorize according to common attributes.	Exhibit curiosity about language.

Grade: 1

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.1.1 Ask and answer questions about key details in a text.
- ELA.1.1a Make predictions from text clues.
- ELA.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELA.1.3 Describe characters, settings, and major events in a story, using key details.

Alternate Achievement Standards

- ELA.AAS.1.1 Ask and/or answer who, what, when, where, and how questions about a story.
- ELA.AAS.1.1a Make predictions about what will happen next in a story.
- ELA.AAS.1.2 Retell key details from stories.
- ELA.AAS.1.3 Identify characters and setting in a story; identify details of characters and setting in a story.

Achievement Elements

Students will be able to retell a story, using key details with story elements.

Key Vocabulary

who, what, when, where, how, character, setting, adjective, description, detail, retell

Teaching and Learning Progressions

- Retell a story.
- Ask questions about a story.
- Answer questions about a story.
- Make a prediction about what will happen next in a story.

- Identify details of characters and the setting in a story.
- Answer who, what, when, where, and how questions about a story.
- When asked orally, identify the main idea of a story.
- Identify the sequence of a story.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story’s action occurs.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- While reading to students, pause on a page and ask students “What do you think will happen next?”
- While reading to students, encourage students to ask questions.
- While reading aloud, ask students to describe a character’s clothing, actions, and features.
- Provide students with a set of pictures related to a story and ask students to sequence the events of the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Retell a variety of stories, using key details with story elements.	Retell a story, using key details with story elements.	With support, retell a story, using key details with story elements.	Exhibit curiosity about a story.

Grade: 1

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.1.6 Identify who is telling the story at various points in a text.

Alternate Achievement Standard

ELA.AAS.1.6 Identify who is telling the story at various points in a text.

Achievement Elements

Students will be able to identify who is telling the story.

Key Vocabulary

Narrator

Teaching and Learning Progressions

- Identify a narrator in a story.
- Identify who is talking or acting in a story.
- Retell a story.
- Ask questions about a story.
- Answer questions about a story.
- Make a prediction about what will happen next in a story.
- Identify details of characters and the setting in a story.
- Answer who, what, and where questions about a story.
- When asked orally, identify the main idea of a story.
- Identify the sequence of a story.

- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story’s action occurs.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Use terms such as “narrator” in group instruction when students are telling a story or recounting events.
- Tell stories in the classroom from different points of view.
- Match main character pictures to different stories.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify who is telling a story at various points in the text.	Identify who is telling a story.	With support, identify who is telling a story.	Exhibit curiosity about a story.

Grade: 1

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Integration of Knowledge of Ideas

General Education Standard

ELA.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Alternate Achievement Standard

ELA.AAS.1.7 Answer questions about illustrations in a story that describe its characters, setting, or events.

Achievement Elements

Students will be able to answer questions about the illustrations in a story.

Key Vocabulary

illustration, drawing

Teaching and Learning Progressions

- Answer who, what, and where questions about an illustration or a picture.
- Tell a story about an illustration or a picture.
- Answer who, what, and where questions about a story.
- When asked orally, identify the main idea of a story.
- Identify the sequence of a story.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and settings in a story.
- Identify characters and the setting in a story.

- Understand that the setting is a place where the story’s action occurs.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students with various pictures and ask them to tell a story about the pictures.
- While reading, pause and ask questions about the illustrations in a book.
- Provide students with pictures and have them answer who, what, and where questions.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use illustrations and details in a story to describe its characters, setting, or events.	Answer questions about the illustrations in a story.	With support, answer questions about the illustrations in a story.	Exhibit curiosity about a story.

Grade: 1

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.1.10 Ask and answer questions about key details in a text.
- ELA.1.11 Identify the main topic and retell key details of a text.
- ELA.1.12 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Alternate Achievement Standards

- ELA.AAS.1.10 Ask and answer questions about an informational text.
- ELA.AAS.1.11 Identify the main topic of an informational text.
- ELA.AAS.1.12 Identify connections between two individuals, events, and ideas in an informational text.

Achievement Elements

Students will be able to identify the main topic.

Key Vocabulary

who, what, where, main idea, main topic

Teaching and Learning Progressions

- Summarize a given text.
- Identify a connection between two people, events, or ideas in a text.
- Identify the main topic and supporting details in a text.
- Understand how to find information in an informational text.
- Read for detail.
- Discuss the details of a text with someone.

- Ask questions about a text.
- Answer questions about a text.
- Make a prediction about what will happen next in a text.
- Make predictions when reading a text.
- Answer who, what, and where questions about a text.
- When asked orally, identify the main idea of a text.
- When asked orally, identify the topic/subject of a sentence.
- Use illustrations to “read” a text.
- Identify concrete details or steps in an informational text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).
-

Application of Alternate Achievement Standards

- Ask students to match pictures to specific details in a text.
- Ask students to describe an object (e.g., size, shape, texture).
- Before reading an informational text, ask students to use the illustration to think about what the text is about.
- Read a text about a historical event and ask students to identify the event.
- As a whole group, use a graphic organizer to compare two events, ideas, or people in a text.
- Ask students to identify the topic and the details in a text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the main topic and retell key details of a text.	Identify the main topic of a text.	With support, identify the main topic of a text.	Exhibit curiosity about a text.

Grade: 1

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.1.15 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Alternate Achievement Standard

ELA.AAS.1.15 Answer questions about pictures or illustrations and words in an informational text.

Achievement Elements

Students will be able to ask and answer questions about a text or illustrations.

Key Vocabulary

illustration, drawing, chart, graph

Teaching and Learning Progressions

- Answer who, what, and where questions about a picture, an illustration, or words in an informational text.
- When asked orally, identify the main idea of a text.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with an informational text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.

- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students with opportunities to look at graphs, charts, and illustrations related to an informational text and answer questions.
- Provide students with illustrations that correspond to text and have them answer who, what, and where questions.
- Ask students questions about illustrations or text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify where information can be located either in the text or in the illustration/picture.	Ask and answer questions about a text or illustrations.	With support, ask and answer questions about a text or illustrations.	Exhibit curiosity about a text.

Grade: 1

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.1.17 Identify the reasons an author gives to support points in a text (e.g., eating a balanced meal, obeying safety rules, engaging in recycling projects).

Alternate Achievement Standard

ELA.AAS.1.17 Identify a reason an author gives to support a key point in an informational text.

Achievement Elements

Students will be able to identify key details to support the main topic of a text.

Key Vocabulary

detail, key point, author

Teaching and Learning Progressions

- Identify supporting details of a text.
- Answer who, what, and where questions about a picture, an illustration, or words in an informational text.
- Identify an author's main idea of a text.
- Identify an author of a text.
- Recognize that the information on the cover of a book has a message.
- Use illustrations to "read" a text.
- When asked orally, identify objects or pictures that go with an informational text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.

- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Use graphic organizers to show the main idea and details of an informational text read aloud.
- Give students a main idea and have students identify details of the text.
- Have students identify the difference between a main idea and a detail.
- Have students sort images by main topic and details of the main topic (e.g., animal body parts: tusks, feet, tail, fins).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify key details to support the main topic of a text.	Identify a key detail to support the main topic of a text.	With support, identify a key detail to support the main topic of a text.	Exhibit curiosity about a text.

Grade: 1

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Print Concepts

General Education Standards

ELA.1.20 Demonstrate understanding of the organization and basic features of print.

ELA.1.20a Recognize the distinguishing features of a sentence (e.g., first word capitalization and ending punctuation).

Alternate Achievement Standards

ELA.AAS.1.20 Demonstrate understanding of the features of print.

ELA.AAS.1.20a Identify the features of a sentence (e.g., first word capitalization and ending punctuation).

Achievement Elements

Students will be able to identify a sentence using correct sentence structure.

Key Vocabulary

uppercase and lowercase letters, punctuation

Teaching and Learning Progressions

- Identify different forms of punctuation and that punctuation ends a sentence.
- Recognize that sentences begin with a capital letter.
- Connect words together to form simple sentences.
- Connect letters together to form words.
- Recognize and identify the sound symbol correspondence for letters.
- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.
- Recognize the purpose of letters.

- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Point to a sentence and ask students to point to the period.
- Have students look at various words and say the letters in the words.
- Read text aloud to students and talk about text directionality.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Create a sentence using correct sentence structure.	Identify a sentence using correct sentence structure.	With support, identify a sentence using correct sentence structure.	Exhibit curiosity about print.

Grade: 1

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Fluency

General Education Standards

- ELA.1.23 Read with sufficient accuracy and fluency to support comprehension.
- ELA.1.23a Read on-level text with purpose and understanding.
- ELA.1.23b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- ELA.1.23c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alternate Achievement Standards

- ELA.AAS.1.23 Read and comprehend a text of 50 words with or without pictures.
- ELA.AAS.1.23a Read on-level text with purpose and understanding.

Achievement Elements

Students will be able to read words with picture support.

Key Vocabulary

word, letter, sound

Teaching and Learning Progressions

- Read simple sentences with fluency and expression.
- Identify different forms of punctuation and that punctuation ends a sentence.
- Recognize that sentences begin with a capital letter.
- Connect words together to form simple sentences.
- Identify general familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).

- Recognize common environmental print.
- Identify own name.
- Understand and use the phonetic rules and the exceptions.
- Understand how to blend sounds together to form words.
- Recognize and identify the sound symbol correspondence for letters.
- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.
- Recognize the purpose for letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Using pictures paired with words, ask students to label objects in the classroom.
- While reading a story, have students identify familiar words as you read.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Independently read more than fifty words paired with pictures.	Independently read fifty words paired with pictures.	With support, read words paired with pictures.	Exhibit curiosity about a text.

Grade: 1

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standard

ELA.1.25 Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Alternate Achievement Standard

ELA.AAS.1.25 With prompting and support, compose informative or explanatory text by stating a topic and providing supporting facts and details, including some sense of ending.

Achievement Elements

Students will be able to compose an informative or explanatory text about a topic with supporting facts or details.

Key Vocabulary

informative, explanatory, detail, fact, topic, ending

Teaching and Learning Progressions

- Write two or three sentences on a topic.
- Write two or three words on a topic.
- Identify a topic to write about.
- Identify the difference between details and a topic.
- Identify details.
- Identify a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.

- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Ask students to write a sentence about a given topic with each student using his or her mode of writing.
- In a whole group setting, have students provide details or facts about a topic.
- Give students pictures and have the students sort them by topic and detail.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Without prompting and support, compose an informative or explanatory text by stating the topic and providing facts and details, including some sense of closure.	With prompting and support, compose an informative or explanatory text by stating the topic and providing facts and details, including some sense of closure.	With prompting and support, compose an informative or explanatory text on a topic with limited or few facts and details, no sense of closure.	Exhibit curiosity about writing a text.

Grade: 1

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standard

ELA.1.29 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Alternate Achievement Standards

ELA.AAS.1.29 With prompting and support, participate in shared research and writing projects.

Achievement Elements

Students will be able to participate in shared research and writing projects with prompting and support.

Key Vocabulary

writing, step, research, topic

Teaching and Learning Progressions

- Sequence the order of steps.
- Write one or two steps on a given topic.
- Write one or two details or facts on a given topic.
- Identify a topic that has steps.
- Write two or three words on a topic.
- Identify a topic to write about.
- Identify the difference between details and a topic.
- Identify details.

- Identify a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- In a whole group setting, create a “how-to” activity that requires ordered steps. Ask students to help capture or create the steps.
- Sequence the daily schedule.
- Sequence pictures of a task in order.
- Have students do a sequencing task.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Without prompting and support, participate in a shared research and writing project.	With prompting and support, participate in a shared research and writing project.	With prompting and support, show interest in a shared research and writing project.	Exhibit curiosity about a “how-to” text.

Grade: 1

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

- ELA.1.32 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
[SL.1.2]
- ELA.1.33 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Alternate Achievement Standards

- ELA.AAS.1.32 Ask and/or answer questions about a text read aloud.
- ELA.AAS.1.33 Ask and/or answer questions about information presented orally.

Achievement Elements

Students will be able to ask and answer questions about a text.

Key Vocabulary

listening, question

Teaching and Learning Progressions

- Ask text-specific questions.
- Ask a speaker questions for clarification.
- Answer questions from a speaker.
- Answer questions about a text read aloud.
- When asked, point to pictures or words in a text read aloud.
- Recognize that print is read from left to right.

- Recognize that print carries a message.
- Follow along as a text is read aloud.
- Respond to texts read aloud in ways that demonstrate engagement (e.g., point to pictures).
- Exhibit curiosity about text being read (e.g., turn head toward reader).

Application of Alternate Achievement Standards

- While reading a book to students, pause and ask text-specific questions.
- Create an opportunity for students to present to the whole class.
- Give students specific questions to ask others.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Ask and answer questions about a text to gain information about the text.	Ask and answer questions about a text.	With support, ask and answer questions about a text.	Exhibit curiosity about a text.

Grade: 1

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standard

ELA.1.34 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Alternate Achievement Standard

ELA.AAS.1.34 Describe familiar people, places, things, and events when communicating.

Achievement Elements

Students will be able to describe familiar people, places, things, and events when communicating.

Key Vocabulary

detail, need, want

Teaching and Learning Progressions

- Use complete sentences and details when describing people, places, things, and events orally.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standard

- Play the game “I spy with my little eyes.”

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe familiar people, places, things, and events when communicating.	With support, describe familiar people, places, things, and events when communicating.	Exhibit curiosity about language.

Grade: 1

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

- ELA.1.37 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.1.37a Print all uppercase and lowercase letters.
- ELA.1.37b Use common, proper, and possessive nouns.
- ELA.1.37c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- ELA.1.37d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- ELA.1.37e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- ELA.1.37f Use frequently occurring adjectives.
- ELA.1.37g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- ELA.1.37h Use determiners (e.g., articles, demonstratives).
- ELA.1.37i Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- ELA.1.37j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Alternate Achievement Standards

- ELA.AAS.1.37 Demonstrate standard English grammar when writing or speaking.
- ELA.AAS.1.37a Print all uppercase and lowercase letters when writing or speaking.
- ELA.AAS.1.37c Use frequently occurring nouns and verbs when writing or speaking.
- ELA.AAS.1.37f Use adjectives when writing or speaking.
- ELA.AAS.1.37g Use the conjunctions *and* and *or* when writing or speaking.

Achievement Elements

Students will be able to use a simple sentence with correct grammar and mechanics when writing or speaking.

Key Vocabulary

and, or, noun, verb

Teaching and Learning Progressions

- Use the word *and* when writing or speaking to combine two or more thoughts.
- Use words in speaking and writing that provide details.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Recognize differences in two or more objects.
- Identify two or more objects that are the same.

Application of Alternate Achievement Standards

- In a large group setting, use a graphic organizer to have students describe an object.
- Using word cards, sort the cards into two categories: nouns and verbs.
- Have students use adjectives to describe a noun.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Produce and expand a simple sentence with correct grammar and mechanics when writing or speaking.	Produce a simple sentence with correct grammar and mechanics when writing or speaking.	With support, complete a simple sentence that has been started, using correct grammar and mechanics when writing or speaking.	Exhibit curiosity about language.

Grade: 1

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.1.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.
- ELA.1.39a Use sentence-level context as a clue to the meaning of a word or phrase.
- ELA.1.39b Use frequently occurring affixes as a clue to the meaning of a word.
- ELA.1.39c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- ELA.1.39d Apply alphabetical order to the first letter of words to access information. (Alabama)
- ELA.1.40 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- ELA.1.40a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- ELA.1.40b Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- ELA.1.40c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- ELA.1.40d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Alternate Achievement Standards

- ELA.AAS.1.39 Identify the meaning of unknown words based on grade 1 reading and content.
- ELA.AAS.1.39c Identify frequently occurring root words and their inflectional forms.
- ELA.AAS.1.39d Apply alphabetical order to the first letter of words to access information.
- ELA.AAS.1.40 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- ELA.AAS.1.40a Use picture word cards to sort words into categories (e.g., colors, clothing).
- ELA.AAS.1.40b Sort familiar words into like groups (e.g., duck, swan, and bluebird are all birds; triangle, square, and circle are all shapes).
- ELA.AAS.1.40c Identify real life connections between words and their use (e.g., note places at home that are cozy).

Achievement Elements

Students will be able to categorize words or objects according to common attributes and their meanings.

Key Vocabulary

sort, meaning, definition, category

Teaching and Learning Progressions

- Recognize that words can be sorted into categories.
- Group like words, pictures, or objects.
- Identify the meaning of a word.
- Sort words by the first letter.
- Sort items based on common characteristics.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Recognize differences in two or more objects or pictures.
- Identify two or more objects or pictures that are the same.

Application of Alternate Achievement Standards

- Use word walls to sort words alphabetically.
- Set up group labels paired with pictures (e.g., birds, shapes, insects) around the room and ask students to sort a stack of words paired with pictures into groups.
- Have students sort words by beginning letter.
- Gather a collection of words, pictures, or objects and ask students to sort them into like groups.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Categorize according to multiple common attributes and define their meanings.	Categorize according to common attributes and their meanings.	With support, categorize according to common attributes and their meanings.	Exhibit curiosity about language.

Grade: 2

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Key Ideas and Details

General Education Standards

- ELA.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- ELA.2.1a Infer the main idea and supporting details in narrative texts. (Alabama)
- ELA.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ELA.2.3 Describe how characters in a story respond to major events and challenges.

Alternate Achievement Standards

- ELA.AAS.2.1 Ask and answer who, what, and where questions about a story.
- ELA.AAS.2.1a Identify the main idea of a story.
- ELA.AAS.2.2 Identify the central idea of fables and folk tales to determine the lessons and morals.
- ELA.AAS.2.3 Answer questions about the characters and events in a story.

Achievement Elements

Students will be able to identify the main idea and answer questions about a text.

Students will be able to identify the central idea to determine the lesson or moral of a fable or folk tale.

Key Vocabulary

who, what, where, main idea, central idea, lesson, moral

Teaching and Learning Progressions

- When asked orally, determine the lesson or moral of a fable or folk tale.
- When asked orally, identify the central idea of a fable or folk tale.
- When asked orally, identify the main idea of a story.
- When asked orally, identify the topic/subject of a sentence.
- Ask and answer questions about a text.
- Identify details of characters and the setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story's action occurs.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- While reading a fable or folk tale, discuss what lessons the character has learned.
- Provide students with pictures from a story and ask them to identify which picture is the main idea of the story.
- While reading a story aloud, ask students who, what, and where questions.
- Using pictures, ask students to identify the picture that represents the central idea of a story.
- While reading aloud, ask students to use descriptive words about the characters or events in a story.
- Provide students with visual cues for the question words of who, what, and where for them to ask questions.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Retell a story, using main idea, characters, and setting.	Identify the main idea of a story.	With support, identify the main idea of a story.	Exhibit curiosity about a story.
Ask and answer questions about a text and how a character responds to events within the text.	Ask and answer questions about a character and other events in a text.	With support, ask and answer questions about a text.	Begin to point to pictures of the characters in a text.
Retell a fable or folk tale and include the central idea and lesson or moral.	Identify the central idea of a fable or folk tale to determine the lesson or moral.	With support, identify the central idea of a fable or folk tale to determine the lesson or moral.	Begin to point to pictures of events in a text.

Grade: 2

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Alternate Achievement Standard

ELA.AAS.2.6 Identify which character is speaking at different points in the story.

Achievement Elements

Students will be able to identify the speaker in a story.

Key Vocabulary

speaker, character

Teaching and Learning Progressions

- Identify a quotation mark.
- Identify who is talking or acting in a story.
- Identify that stories can be told from different characters' points of view.
- Identify parts of a story.
- Identify characters in a story.

- Recognize that the information on the cover of a book has a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Using a book that contains different characters that speak throughout, ask students to identify who is speaking at different times throughout the story.
- Teach students the meaning of quotation marks.
- Ask students to identify characters within a text.
- Have students act out different characters in a story.
- Provide students with visuals of characters and settings to match characters to a setting.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify that characters have different points of view within a story.	Identify which character is speaking in a story at different points in the story.	With support, identify which character is speaking in a story at different points in the story.	Exhibit curiosity about a story.

Grade: 2

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Alternate Achievement Standard

ELA.AAS.2.7 Use an illustration to identify a character, setting, or plot of a story.

Achievement Elements

Students will be able to use illustrations to identify a character, setting, or plot in a story.

Vocabulary

character, setting, plot

Teaching and Learning Progressions

- Use pictures to identify the sequence of events within the plot of the story.
- Use pictures to identify a character or setting in a story.
- Tell a story about a character or setting in an illustration or picture.
- When asked orally, identify objects or pictures that go with a story.
- Identify print/pictures in the environment (e.g., bathroom, girl, boy, nurse).
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).

- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students with various pictures and ask them to tell a story about the pictures.
- Provide students with pictures and ask them to find the character or setting of a given text.
- Read a story aloud to students and ask them to find the picture that is the setting or find a character from the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use illustrations and text to identify characters, setting, and plot in a story.	Use illustrations to identify a character, setting, or plot in a story.	With support, use illustrations to identify a character, setting, or plot in a story.	Exhibit curiosity about a story.

Grade: 2

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.2.10 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- ELA.2.11 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- ELA.2.12 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Alternate Achievement Standards

- ELA.AAS.2.10 Answer who, what, and where questions to demonstrate understanding of an informational text.
- ELA.AAS.2.11 Identify the main idea of an informational text; identify important details in an informational text.
- ELA.AAS.2.12 Identify events or steps in a historical, scientific, or technical text.

Achievement Elements

Students will be able to identify the main idea and details of a text.

Key Vocabulary

who, what, where, main idea, detail, event, step

Teaching and Learning Progressions

- Identify the main idea of a text.
- Identify the topic/subject of an informational sentence.
- Make a prediction about what will happen next in a text.
- When asked orally, identify the topic/subject of a sentence.

- Answer questions about a text.
- Answer who, what, and where questions about a text.
- Identify concrete details or steps in an informational text.
- Sequence events in a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Identify details of characters and the setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story's action occurs.
- Recognize that print is read from left to right.
- Use illustrations to “read” a text.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Have students match pictures to specific details in a text.
- Ask students to describe an object, a character, events, or the setting in an informational text.
- Read a text about a historical event and ask students to identify the event.
- While reading aloud, ask students to use descriptive words about the characters or events in a text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the main idea of different types of text.	Identify the main idea and details in an informational text.	With support, identify the main idea and details in an informational text.	Exhibit curiosity about a text.
Answer who, what, where, and questions about the details in a text.	Answer who, what, and where questions about a text.	With support, answer who, what, and where questions about a text.	With support, begin to point to pictures when asked questions about the text.
Describe the connections between texts.	Sequence events or steps in an informational text.	With support, sequence events or steps in an informational text.	With support, begin to place pictures in a sequence.

Grade: 2

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.2.15 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Alternate Achievement Standard

ELA.AAS.2.15 Identify the main purpose or topic of an informational text.

Achievement Elements

Students will be able to identify the main purpose or topic of an informational text.

Key Vocabulary

detail, main purpose, topic

Teaching and Learning Progressions

- Identify details to support the topic of a text.
- Identify the topic of an informational sentence.
- Answer questions about a text.
- Answer who, what, and where questions about a text.
- Identify concrete details or steps in an informational text.
- Sequence events in a text.
- Use illustrations to “read” a text.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).

- When asked orally, identify objects or pictures that go with an informational text.
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- With a shared text, give students a topic and have students identify details to support that topic.
- Have students identify the topic of a text.
- Have students sort images by key details.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the main purpose or topic of an informational text, including what the author wants to answer, explain, or describe.	Identify the main purpose or topic of an informational text.	With support, identify the main purpose or topic of an informational text.	Exhibit curiosity about a text.

Grade: 2

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.2.17 Describe how reasons support specific points the author makes in a text.

Alternate Achievement Standard

ELA.AAS.2.17 Identify multiple reasons an author gives to support a key point in an informational text.

Achievement Elements

Students will be able to identify why a key point is important in an informational text.

Key Vocabulary

key point, detail, reason

Teaching and Learning Progressions

- Identify reasons an author gives to support a key point.
- Identify a key point of a text.
- Identify supporting details of a text.
- Identify an author's main idea/key point of a text.
- Identify the author of a text.
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).

Application of Alternate Achievement Standards

- With a shared text, have students discuss reasons or details on a given topic.
- Provide students with images for a key idea and have them sort matching detail images that support the key idea.
- Have students identify key ideas in a text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify why and how a key point is important in an informational text.	Identify why a key point is important in an informational text.	With support, identify why a key point is important in an informational text.	Exhibit curiosity about a text.

Grade: 2

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Fluency

General Education Standards

- ELA.2.21 Read with sufficient accuracy and fluency to support comprehension.
- ELA.2.21a Read on-level text with purpose and understanding.
- ELA.2.21b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- ELA.2.21c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alternate Achievement Standards

- ELA.AAS.2.21 Read and comprehend a text of 75 words with or without pictures.
- ELA.AAS.2.21a Read on-level text with purpose and understanding.

Achievement Elements

Students will be able to read and comprehend a text of 75 words paired with pictures or without pictures.

Key Vocabulary

word, letter, sound

Teaching and Learning Progressions

- Identify general familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize common environmental print.
- Identify own name.
- Understand and use the phonetic rules and the exceptions.
- Understand how to blend sounds together to form words.

- Understand that each letter has a corresponding sound.
- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.
- Demonstrate a familiarity with the purpose for letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Using pictures paired with words, have students match them to real objects in the environment.
- While reading a story, have students identify familiar words as you read.
- Have students use flashcards with words and pictures.
- Have students match pictures with words.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Read more than 75 words paired with pictures or without pictures.	Read 75 words paired with pictures or without pictures.	With support, read 75 words paired with pictures.	Exhibit curiosity about a reading.
Fluently read and comprehend an on-level text.	Read and comprehend a book of 75 words with pictures or without pictures.	With support, read a book of 75 words with pictures or without pictures.	Hold a book and exhibit reading behavior, such as holding the book correctly and turning the pages, imitating the act of reading.

Grade: 2

Content Area: English Language Arts

Strand: Writing Standards

Objective: Types and Purposes

General Education Standard

ELA.2.24 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Alternate Achievement Standard

ELA.AAS.2.24 Compose narrative texts by introducing characters or a narrator and organizing events in sequence.

Achievement Elements

Students will be able to compose a narrative with organized events in sequence.

Key Vocabulary

narrative, sequence, event, beginning, middle, end

Teaching and Learning Progressions

- Write a story that includes a beginning, a middle, and an end.
- Write a story about one or more characters.
- Identify a story to tell others.
- Write two or three words on a familiar topic.
- Identify a story to tell others.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.

- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.

Application of Alternate Achievement Standards

- Given picture symbols, have students sequence events in a story.
- Have students tell a story in order.
- Give students images of characters and identify characteristics about them.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose a narrative that introduces characters and their feelings, has organized sequenced events, and uses temporal words to signal event order.	Compose a narrative with organized events in sequence.	With support, compose a narrative with organized events in sequence.	Exhibit curiosity about reading.

Grade: 2

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.2.27 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- ELA.2.28 Recall information from experiences or gather information from provided sources to answer a question.

Alternate Achievement Standards

- ELA.AAS.2.27 Participate in research projects.
- ELA.AAS.2.28 Recall experiences to answer a question.

Achievement Elements

Students will be able to participate in a research project.

Students will be able to answer questions about experiences.

Key Vocabulary

text, illustration, research, topic, question, answer, detail, sources

Teaching and Learning Progressions

- Look for information in books, computers, or in magazines.
- Identify whether information is related to a topic.
- Identify details that support a topic.
- Identify a detail for a given topic.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Go to the school library to find a source on a given topic.
- Use digital media to find information on a topic.
- Sort sources by topic.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Participate in a research project and determine whether the information is related to a topic.	Participate in a research project.	With support, participate in a research project.	Exhibit curiosity about reading.
Recall information from experiences and gather information from sources to answer questions.	Answer questions about experiences.	With support, answer questions about experiences.	Exhibit curiosity about writing.

Grade: 2

Content Area: English Language Arts

Strand: Speaking and Listening

Objective: Comprehension and Collaboration

General Education Standards

- ELA.2.30 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- ELA.2.31 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Alternate Achievement Standards

- ELA.AAS.2.30 Ask and answer questions about a text read aloud or information presented orally through other media.
- ELA.AAS.2.31 Ask or answer questions about information presented orally.

Achievement Elements

Students will be able to ask and answer questions about a text read aloud or information presented orally.

Key Vocabulary

media, question, information

Teaching and Learning Progressions

- Use common language to ask for information.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about information presented.
- Exhibit curiosity about a speaker.
- Ask text-specific questions.
- Ask a speaker questions for clarification.

- Answer questions from a speaker.
- Answer questions about a text read aloud.
- When asked, point to pictures or words in a text read aloud.
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Follow along as a text is read aloud.
- Respond to texts read aloud in ways that demonstrate engagement (e.g., point to pictures).
- Exhibit curiosity about text being read (e.g., turn head toward reader).

Application of Alternate Achievement Standards

- Have students share a personal story with a peer.
- While reading a book to students, pause and ask text-specific questions.
- Create an opportunity for students to present to the whole class.
- Give students specific questions to ask others.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Ask and answer questions about a text to gain information about the text.	Ask and answer questions about a text read aloud or information presented orally.	With support, ask and answer questions about a text or information presented orally.	Exhibit curiosity about a text.

Grade: 2

Content Area: English Language Arts

Strand: Speaking and Listening

Objective: Presentation of Knowledge and Ideas

General Education Standards

ELA.2.32 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Alternate Achievement Standards

ELA.AAS.2.32 Tell a story; report on a topic or a personal experience.

Achievement Elements

Students will be able to tell a story on a topic or personal experience.

Key Vocabulary

topic, personal experience

Teaching and Learning Progressions

- Tell a story about a personal experience or a familiar topic.
- Use complete sentences and details when describing people, places, things, and events orally.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Have students draw a picture about a personal event.
- Have students tell a story about an event in their life.
- Have students create a list of personal events that they could tell about.
- Have students share a personal story with a peer.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Tell a story with details about a topic or personal experience.	Tell a story about a topic or personal experience.	With support, tell a story about a topic or personal experience.	Exhibit curiosity about storytelling.

Grade: 2

Content Area: English Language Arts

Strand: Language Standards

Objectives: Conventions of Standard English

General Education Standards

- ELA.2.35 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.2.35a Use collective nouns (e.g., *group*).
- ELA.2.35b Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- ELA.2.35c Use reflexive pronouns (e.g., *myself, ourselves*).
- ELA.2.35d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- ELA.2.35e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- ELA.2.35f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Alternate Achievement Standards

- ELA.AAS.2.35 Demonstrate standard English grammar when writing or speaking.
- ELA.AAS.2.35a Use nouns and verbs when writing or speaking.
- ELA.AAS.2.35b Use plural nouns when writing or speaking.
- ELA.AAS.2.35c Identify and use personal pronouns when writing or speaking.
- ELA.AAS.2.35e Use adjectives when writing or speaking.

Achievement Elements

Students will be able to use correct grammar and mechanics when writing and speaking.

Key Vocabulary

adjective, noun, pronoun, plural, verb

Teaching and Learning Progressions

- Speak or write in complete sentences.
- Speak or write in short phrases.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify common plural words.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Present a lesson about nouns and verbs and have students group words or pictures by noun or verb.
- Use pictures with the different parts of speech on cards. Have students create simple sentences using the pictures.
- Have students add adjectives to a simple sentence to make a more complex, detailed sentence.
- Have students create sentences with singular nouns and then change the singular nouns into plural nouns.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use correct grammar and mechanics when writing and speaking with more complex sentences.	Use correct grammar and mechanics when writing and speaking with simple sentences.	With support, use correct grammar and mechanics when writing and speaking with simple sentences.	Exhibit curiosity about language.

Grade: 2

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.2.38 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.
- ELA.2.38a Use sentence-level context as a clue to the meaning of a word or phrase.
- ELA.2.38b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- ELA.2.38c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- ELA.2.38d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- ELA.2.38e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Alternate Achievement Standards

- ELA.AAS.2.38 With prompting and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.
- ELA.AAS.2.38a With prompting and support, use context clues to determine the meaning of a word or phrase in a sentence.
- ELA.AAS.2.38e With prompting and support, use a dictionary, glossary, and/or digital resources to find the meanings of words.

Achievement Elements

Students will be able to use context clues to determine the meaning of words or a phrase, with support.

Key Vocabulary

context clue, meaning of ____, phrase, dictionary, glossary, digital resource

Teaching and Learning Progressions

- Use a dictionary, a digital resource, or a glossary to find the meaning of an unknown word.
- Identify resource materials.
- Identify the meanings of words in context.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.

Application of Alternate Achievement Standards

- Give students a topic and have them find it in a glossary.
- Give students a word and have them look it up in a teacher-/student-created dictionary.
- During a shared reading of text, stop reading at a vocabulary word and have a discussion about what the word could mean based on context clues.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine the meanings of words or a phrase.	With prompting and support, use context clues to determine the meanings of words or a phrase.	With prompting and support, begin to use context clues to determine the meanings of words or a phrase.	Exhibit curiosity about meaning of words.
Use a dictionary, a glossary, and/or a digital resource to determine or clarify the meanings of words or a phrase.	With prompting and support, use a dictionary, a glossary, and/or a digital resource to determine or clarify the meanings of words or a phrase.	With prompting and support, begin to use a dictionary, a glossary, and/or a digital resource to determine or clarify the meanings of words or a phrase.	Exhibit curiosity about digital tools used for learning.

Grade: 3

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELA.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ELA.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Alternate Achievement Standards

- ELA.AAS.3.1 Answer who, what, and where questions to demonstrate understanding of a story.
- ELA.AAS.3.2 Identify the central message, lesson, or moral of a story; identify key details that support a central theme of a story.
- ELA.AAS.3.3 Identify traits or feelings of a character in a story.

Achievement Elements

Students will be able to identify the central message, lesson, or moral of a story.
Students will be able to identify key details that support a central theme of a story.

Key Vocabulary

central message, theme, who, what, where, character, setting, adjective, description, detail, retell, event, lesson, moral

Teaching and Learning Progressions

- Identify the lesson or moral of a story.
- Identify the central message of a story.
- Identify the theme of a story.

- Identify details of characters and the setting in a story.
- Answer who, what, and where questions about a story.
- Identify that characters can have feelings.
- Identify the sequence of events in a story.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story's action occurs.
- Use illustrations to "read" a text.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- When reading a text, have students find the lesson or moral of the story.
- When reading a text, have students answer who, what, and where questions about the characters and setting of the story.
- Give students images of characters and have students identify feelings of the characters.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Retell a story including the central message, lesson, or moral.	Identify the central message, lesson, or moral of a story.	With support, identify the central message, lesson, or moral of a story.	Exhibit curiosity about a story.
Retell a story with key details that support a central theme of the story.	Identify key details that support a central theme of a story.	With support, identify key details that support a central theme of a story.	With support, point to pictures when asked questions about a story.

Grade: 3

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Alternate Achievement Standard

ELA.AAS.3.6 Identify the narrator's or character's point of view in a story.

Achievement Elements

Students will be able to identify the narrator's or character's point of view in a story.

Key Vocabulary

narrator, point of view, compare

Teaching and Learning Progressions

- Identify the point of view of a narrator or character in a story.
- Identify the narrator of a text.
- Define point of view.
- Define narrator.
- Identify the author of a story.
- Identify characters in the story.
- Use illustrations to “read” a text.
- Recognize that print is read from left to right.

- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read similar stories from different characters' points of view and talk about the differences.
- Identify the different characters in a text and identify their points of view.
- Have students do a shared task with assigned roles and then talk about what/how it was different for each member.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Distinguish own point of view from that of the narrator or character in a story.	Identify the narrator's or character's point of view in a story.	With support, identify the narrator's or character's point of view in a story.	Exhibit curiosity about a story.

Grade: 3

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Alternate Achievement Standard

ELA.AAS.3.7 Use illustrations and words to answer questions about the characters, setting, or events of a story.

Achievement Elements

Students will be able to use illustrations and words to answer questions about the characters, setting, or events of a story.

Key Vocabulary

character, setting

Teaching and Learning Progressions

- Identify the characters, events, and setting in a story.
- Understand that the setting is a place where the story’s action occurs.
- Identify the setting, events, and characters.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.

- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read a shared text and have students draw illustrations about the characters, setting, or events in the story.
- Have students use illustrations to describe the different settings of a story.
- Have students draw or select pictures of the different feelings of the characters during different events in a story.
- Give students illustrations from a story and discuss what clues about the events in the story are given in the illustrations.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Explain how the illustrations contribute to what is conveyed by the words in a story.	Use illustrations and words to answer questions about the characters, setting, or events of a story.	With support, use illustrations and words to answer questions about the characters, setting, or events of a story.	Exhibit curiosity about a story.

Grade: 3

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.3.10 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELA.3.11 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ELA.3.12 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

Alternate Achievement Standards

- ELA.AAS.3.10 Answer who, what, and where questions to demonstrate understanding of an informational text.
- ELA.AAS.3.11 Identify the main idea of an informational text; identify details in an informational text that support the main idea.
- ELA.AAS.3.12 Identify events, ideas, or steps in an informational text pertaining to time, sequence, or cause and effect.

Achievement Elements

Students will be able to identify the main idea and supporting details in a text.
Students will be able to identify events, ideas, or steps in a text.

Key Vocabulary

who, what, where, main idea, supporting detail, event, step, idea, concept

Teaching and Learning Progressions

- Identify details that support a main idea.
- Identify the main idea of a text.
- Identify the sequence of events, ideas, or steps in a text.
- Identify details of events, steps, ideas, or concepts in a text.

- Answer who, what, and where questions about a text.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that sequence of events, ideas, or steps contribute to the setting in a text.
- Define sequence of events, ideas, concepts, or steps.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- When given a process, have students sequence images of the steps in order.
- Give students an informational text with different sections and have them identify the main idea and details.
- Give students main ideas/topics and have them sort details that support each of the topics.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Retell the key details and explain how they support the main idea of a text.	Identify the main idea with supporting details of a text.	With support, identify the main idea with supporting details of a text.	Exhibit curiosity about a text.
Describe the sequence of events, ideas, or steps in a text.	Identify sequence of events, ideas, or steps in a text.	With support, identify sequence of events, ideas, or steps in a text.	With support, point to pictures when asked questions regarding sequence of events, ideas, or steps in a text.

Grade: 3

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.3.14 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Alternate Achievement Standard

ELA.AAS.3.14 Use text features (e.g., title, illustrations, glossary, table of contents, imbedded digital tools) to locate information.

Achievement Elements

Students will be able to use text features to locate information.

Key Vocabulary

title, illustration, glossary, table of contents

Teaching and Learning Progressions

- Use text features to locate information.
- Identify text features.
- Identify differences between text and features in a book or text.
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students with a table of contents and have them find the page a specific topic is on.
- Give students a nonfiction book and have them find all of the different text features.
- Provide students with a nonfiction book and have them look at the illustrations to find specific information.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use text features and search tools to locate relevant information on a given topic efficiently.	Use text features to locate information.	With support, use text features to locate information.	Exhibit curiosity about a text.

Grade: 3

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.3.17 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).

Alternate Achievement Standard

ELA.AAS.3.17 Identify logical connections in an informational text (e.g., cause and effect; first, second, third in a sequence).

Achievement Elements

Students will be able to identify connections in an informational text.

Key Vocabulary

cause and effect, first, second, third, connection

Teaching and Learning Progressions

- Identify the problem and solution, sequence of events, or cause and effect in a text.
- Recognize that sequence of events, ideas, concepts, or procedures contribute to the setting in a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.

- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students with images of a sequencing task and have them put them in order. As a class, discuss why the steps need to be in order and what would happen if they were not in order.
- For cause and effect, have students perform simple science tasks and talk about the effect of the task on the object. (Example, set up dominoes in a line and have a student only touch the first one and see what that action does to the other dominoes.)
- Have students perform a step-by-step task and discuss the steps.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Describe connections in an informational text.	Identify connections in an informational text.	With support, identify connections in an informational text.	Exhibit curiosity about a text.

Grade: 3

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Fluency

General Education Standards

- ELA.3.21 Read with sufficient accuracy and fluency to support comprehension.
- ELA.3.21a Read on-level text with purpose and understanding.
- ELA.3.21b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- ELA.3.21c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alternate Achievement Standards

- ELA.AAS.3.21 Read and comprehend a text of 100 words with or without pictures.
- ELA.AAS.3.21a Read on-level text with purpose and understanding.

Achievement Elements

Students will be able to read 100 words with or without pictures.

Key Vocabulary

word, letter, sound

Teaching and Learning Progressions

- Identify familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize common environmental print.
- Understand and use the phonetic rules and the exceptions.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.

- Identify and name each of the 26 uppercase letters.
- Identify and name each of the 26 lowercase letters.
- Recognize the purpose for letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Have students go on an environmental print hunt in the building to find all the words they can read accurately.
- Create flash cards with sight words for students to use individually, in groups, or on teams in games.
- Provide pictures of items and have students match the pictures to the words.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Read on-level text with sufficient accuracy and fluency to support comprehension.	Read a text of 100 words with or without pictures.	With support, read a text of 100 words with or without pictures.	Exhibit curiosity about reading.

Grade: 3

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.3.22 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- ELA.3.22a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- ELA.3.22b Provide reasons that support the opinion.
- ELA.3.22c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- ELA.3.22d Provide a concluding statement or section.
- ELA.3.23 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
- ELA.3.23a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- ELA.3.23b Develop the topic with facts, definitions, and details.
- ELA.3.23c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- ELA.3.23d Provide a concluding statement or section.
- ELA.3.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELA.3.24a Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.
- ELA.3.24b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- ELA.3.24c Use temporal words and phrases to signal event order.
- ELA.3.24d Provide a sense of closure.

Alternate Achievement Standards

- ELA.AAS.3.22 Compose opinion pieces by stating an opinion, providing a reason related to the opinion, and providing an appropriate conclusion related to the stated opinion.
- ELA.AAS.3.23 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.

ELA.AAS.3.24 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an opinion piece or an informative, explanatory, or narrative text and provide reason, fact, or detail.

Key Vocabulary

writing, opinion, informational text, explanatory text, narrative text

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, explanatory, or narrative text and provide reason, fact, or detail.
- Write a sentence.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- For a narrative, have students do a shared writing task and discuss the beginning, middle, and end of the written story.
- Provide graphic organizers for a writing task.
- Give students a topic that is an opinion piece. Have students write main points for their opinions and then debate the different sides.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an opinion piece or an informative, explanatory, or narrative text on a specific topic and provide reasons, facts, or details using linking words.	Compose an opinion piece or an informative, explanatory, or narrative text and provide reason, fact, or detail.	With support, compose an opinion piece or an informative, explanatory, or narrative text and provide reason, fact, or detail.	Exhibit curiosity about writing.

Grade: 3

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

ELA.3.28 Conduct short research projects that build knowledge about a topic.

ELA.3.29 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Alternate Achievement Standards

ELA.AAS.3.28 Ask and answer questions about a topic for a research project allowing the use of digital tools and/or differing forms of media.

ELA.AAS.3.29 Distinguish whether information (text, illustrated, and/or digital) is related to a given topic.

Achievement Elements

Students will be able to identify whether information is related to a given topic.

Key Vocabulary

research, text, illustration, topic

Teaching and Learning Progressions

- Identify whether information is related to a topic.
- Look for information in books, digital tools, or magazines.
- Identify details that support a topic.
- Identify a detail for a given topic.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Provide students with a topic and give them images that are both related and unrelated to the topic. Have students sort the images into two groups: relevant or irrelevant to the topic.
- Provide students a general topic (e.g., animals) and have them use digital tools to find a specific topic to research.
- Provide students with different forms of media and have them choose a topic and find information about it.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Gather information to build knowledge about a topic.	Identify whether information is related to a given topic.	With support, identify whether information is related to a given topic.	Exhibit curiosity about writing.

Grade: 3

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

ELA.3.32 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA.3.33 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Alternate Achievement Standards

ELA.AAS.3.32 Ask and answer questions about a text read aloud and/or information presented orally through media including digital media.

ELA.AAS.3.33 Ask or answer questions about information presented orally.

Achievement Elements

Students will be able to ask and answer questions about a text or information presented orally in a variety of ways.

Key Vocabulary

question, information

Teaching and Learning Progressions

- Identify evidence a speaker provides on specific points.
- Recall information provided by a speaker.
- Ask and answer a speaker who, what, and where questions about information presented by a speaker.
- Use common language to ask for information.

- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Provide students with words or picture symbols for question words to use as cues to ask questions.
- Provide students with a digital media source and have them find information from that site.
- While doing a shared reading, stop and ask students questions about the text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Elaborate and/or provide details when asking and answering questions about a text or information presented orally in a variety of ways.	Ask and answer questions about a text or information presented orally in a variety of ways.	With support, ask and answer questions about a text or information presented orally in a variety of ways.	Exhibit curiosity about information presented in a variety of ways.

Grade: 3

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standard

ELA.3.34 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Alternate Achievement Standard

ELA.AAS.3.34 Report on a topic or tell a story, that includes a beginning, middle, and end, with relevant facts or details.

Achievement Elements

Students will be able to report on a topic or tell a story that includes a beginning, a middle, and an end, with relevant facts or details.

Key Vocabulary

relevant fact, detail, topic, recall, beginning, middle, end

Teaching and Learning Progressions

- Tell a story or report on a topic with a detail.
- Communicate about a familiar activity or topic.
- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Provide a graphic organizer for students to fill out with space for the beginning, middle, end, and details needed for each section.
- Provide students with a broad topic such as visiting a new place and have students compose a narrative about the topic.
- Take students on a shared experience and have them report on different parts of the experience.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or tell a story, that includes a beginning, a middle, and an end, with relevant facts or details.	With support, report on a topic or tell a story that includes a beginning, a middle, and an end, with relevant facts or details.	Exhibit curiosity about language.

Grade: 3

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.3.37 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.3.37a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- ELA.3.37b Form and use regular and irregular plural nouns.
- ELA.3.37c Use abstract nouns (e.g., *childhood*).
- ELA.3.37d Form and use regular and irregular verbs.
- ELA.3.37e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- ELA.3.37f Ensure subject-verb and pronoun-antecedent agreement.*
- ELA.3.37g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- ELA.3.37h Use coordinating and subordinating conjunctions.
- ELA.3.37i Produce simple, compound, and complex sentences.
- ELA.3.38 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.3.38a Capitalize appropriate words in titles.
- ELA.3.38b Use commas in addresses.
- ELA.3.38c Use commas and quotation marks in dialogue.
- ELA.3.38d Form and use possessives.
- ELA.3.38e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- ELA.3.38f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

ELA.3.38g Write legibly in cursive.

ELA.3.38h Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Alternate Achievement Standards

ELA.AAS.3.37 Demonstrate standard English grammar when communicating.

ELA.AAS.3.37a Demonstrate correct use of nouns and verbs.

ELA.AAS.3.37b Demonstrate correct use of plural nouns.

ELA.AAS.3.37c Demonstrate correct use of adjectives.

ELA.AAS.3.37f Demonstrate correct use of pronouns.

ELA.AAS.3.37g Demonstrate correct use of adverbs.

ELA.AAS.3.38 Use a capital letter at the beginning of a first name.

ELA.AAS.3.38a Use a capital letter at the beginning of a sentence.

ELA.AAS.3.38b Use punctuation at the end of a sentence.

ELA.AAS.3.38e Correctly spell high frequency words.

Achievement Elements

Students will be able to use a complete simple sentence with correct grammar and mechanics.

Key Vocabulary

noun, verb, plural, adjective, punctuation, spelling, complete sentence

Teaching and Learning Progressions

- Identify common plural words.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.

- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Provide students with simple sentences and have students add adjectives to the sentences to make them more complex or descriptive.
- Explain the difference between nouns and verbs and have students categorize different images into the noun or verb categories.
- Provide students with singular nouns and have them make the nouns plural.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use correct grammar and mechanics when writing and speaking with more complex sentences.	Use correct grammar and mechanics when writing and speaking with simple sentences.	With support, use correct grammar and mechanics when writing and speaking with simple sentences.	Exhibit curiosity about language.

Grade: 3

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.3.40 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies.
- ELA.3.40a Use sentence-level context as a clue to the meaning of a word or phrase.
- ELA.3.40b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- ELA.3.40c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- ELA.3.40d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- ELA.3.41 Demonstrate understanding of word relationships and nuances in word meanings.
- ELA.3.41a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- ELA.3.41b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- ELA.3.41c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Alternate Achievement Standards

- ELA.AAS.3.40a Use context clues to determine the meaning of a word or phrase in a sentence.
- ELA.AAS.3.40d Utilize a dictionary, glossary, and/or digital resources to find the meaning of words.
- ELA.AAS.3.41 Identify common synonyms and antonyms (e.g., *happy-glad, hot-cold*).
- ELA.AAS.3.41b Identify words that describe how people act (e.g., describe people who are *friendly* or *helpful*).

Achievement Elements

Students will be able to use context clues, a dictionary, a glossary, and or/ digital resources to find the meanings of words.

Students will be able to identify common synonyms and antonyms.

Students will be able to identify words that describe feelings.

Key Vocabulary

meaning, word, dictionary, glossary, synonyms, antonyms

Teaching and Learning Progressions

- Identify resources materials and their purposes.
- Identify common antonyms.
- Identify common synonyms.
- Identify the meaning of words in context.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Identify resources in the school.

Application of Alternate Achievement Standards

- Using a teacher-/student-created dictionary or topic-specific dictionary, have students find definitions of words.
- Provide a common word and have students provide synonyms for the word.
- Provide students with images of antonyms and have them match the images to the antonyms.
- Provide students with images of people who display clear emotions/feelings and have students identify and describe the feelings.
- Provide students with a “feeling word” and have them draw a picture of the feeling.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use glossaries, beginning dictionaries, and both print and digital resources to determine or clarify the precise meanings of key words and phrases.	Use context clues, a dictionary, a glossary, and/or digital resources to find the meanings of words.	With support, use context clues, a dictionary, a glossary, and/or digital resources to find the meanings of words.	Exhibit curiosity about words and word meanings.
Distinguish the literal and nonliteral meanings of words and phrases in context.	Identify common synonyms and antonyms.	With support, identify common synonyms and antonyms.	Begin to match words with pictures.
Demonstrate understanding of word relationships and nuances in word meanings.	Identify words that describe feelings.	With support, identify words that describe feelings.	Begin to match words that describe feelings with pictures.

Grade: 4

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- ELA.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Alternate Achievement Standards

- ELA.AAS.4.1 Answer who, what, when, and where questions to demonstrate understanding of a story.
- ELA.AAS.4.2 Identify the main idea of a story and retell the story.
- ELA.AAS.4.3 Describe and/or identify a character, a setting, or an event in a story.

Achievement Elements

Students will be able to identify a character, a setting, or an event and the main idea of a story and retell the story.

Key Vocabulary

main idea, who, what, when, where, character, setting, description, detail, retell, event

Teaching and Learning Progressions

- Identify the main idea of a story.
- Identify details of characters and the setting in a story.
- Answer who, what, when, and where questions about a story.
- Identify the sequence of events in a story.

- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story’s action occurs.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read a text aloud to students and have them draw the characters, setting, or events in the story.
- Have students create a sequenced picture representation of a story.
- When reading a text, have students answer questions as the text is read.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Identify a character, a setting, or an event and the main idea of a story; retell the story.	With support, identify a character, a setting, or an event and the main idea of a story; retell the story.	Exhibit curiosity about stories.

Grade: 4

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Alternate Achievement Standard

ELA.AAS.4.6 Identify first- and third-person narrations.

Achievement Elements

Students will be able to identify first- and third-person narrations.

Key Vocabulary

narrator, point of view, first person, third person

Teaching and Learning Progressions

- Identify first- and third-person narrations.
- Identify the point of view of a narrator in a text.
- Identify the narrator of a text.
- Define point of view.
- Define narrator.
- Identify the author of a story.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.

- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students with images of the same setting and characters but from different characters’ points of view. Discuss how the characters see things differently.
- Create a shared experience for the class or small groups with each student assigned a different task in the experience. When the task is completed, have each student share his or her point of view of how the task went.
- Read aloud a text involving several characters. Stop reading at important events to discuss how each character would view the situation.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compare the points of view from which different stories are narrated, including the difference between first- and third-person narrations.	Identify first- and third-person narrations.	With support, identify first- and third-person narrations.	Exhibit curiosity about stories.

Grade: 4

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Alternate Achievement Standard

ELA.AAS.4.7 Use the text and/or an illustration to identify a character or setting in a story.

Achievement Elements

Students will be able to identify a character or setting in a story by using the text and/or illustrations.

Key Vocabulary

character, setting

Teaching and Learning Progressions

- Identify characters and the setting in a story.
- Understand that the setting is a place where the story's action occurs.
- Identify the setting and characters.
- Use illustrations to "read" a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read a story with multiple settings or characters to students. Then provide students with images of different settings and characters and have them determine which settings are in that story.
- Read a story that has several settings and characters and have students match characters to the settings.
- While reading a story, have students draw a main character or setting of the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Make connections between the text of a story or drama and a visual or an oral presentation of the story.	Identify a character or setting in a story by using the text and/or its illustrations.	With support, identify a character or setting in a story by using the text and/or its illustrations.	Exhibit curiosity about a story and its illustrations.

Grade: 4

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.4.10 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA.4.11 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ELA.4.12 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Alternate Achievement Standards

- ELA.AAS.4.10 Answer who, what, when, and where questions to demonstrate understanding of an informational text.
- ELA.AAS.4.11 Identify the main idea of an informational text and details that support the main idea.
- ELA.AAS.4.12 Identify events, procedures, ideas, or concepts in an informational text.

Achievement Elements

Students will be able to identify the main idea and supporting details in a text.

Key Vocabulary

who, what, when, where, main idea, detail, event, procedure, idea, concept

Teaching and Learning Progressions

- Identify the main idea of a text.
- Identify the sequence of events, ideas, concepts, or procedures in a text.
- Identify details of events, procedures, ideas, or concepts in a text.
- Answer who, what, when, and where questions about a text.

- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that the sequence of events, ideas, concepts, or setting are part of a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- When completing a process task, ask students to place individual pictures of each part of the task in the correct sequence.
- When reading an informational text, ask students to find and highlight the main idea of the text in one color and highlight the details in a different color.
- Provide an informational text such as a short paragraph. Cut the text into individual sentences and then have students sort the sentences by main idea and details.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Summarize a text including the main idea and explain how it is supported by key details.	Identify the main idea and supporting details of an informational text.	With support, identify the main idea and supporting details of an informational text.	Exhibit curiosity about a text.

Grade: 4

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.4.14 Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

Alternate Achievement Standard

ELA.AAS.4.14 Identify the structure of an informational text (e.g., problem-solution, sequence of events).

Achievement Elements

Students will be able to identify the structure of an informational text.

Key Vocabulary

text structure, problem and solution, sequence of events, cause and effect, event, idea, concept

Teaching and Learning Progressions

- Identify the problem and solution, sequence of events, or cause and effect in a text.
- Recognize that the sequence of events, ideas, concepts, or setting are part of a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.

- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Teach a lesson about text features. Then have students go on a book scavenger hunt to find the text features, such as headings, subheadings, table of contents, and glossary.
- Ask students to find specific information by looking at a book’s table of contents and finding where the information is located.
- In a “how-to” text, have students find a specific step in the process and identify where they found the information.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Describe the overall structure of an informational text.	Identify the structure of an informational text.	With support, identify the structure of an informational text.	Exhibit curiosity about informational text.

Grade: 4

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.4.17 Explain how an author uses reasons and evidence to support particular points in a text.

Alternate Achievement Standard

ELA.AAS.4.17 Identify reasons or evidence to support the main idea or points in an informational text.

Achievement Elements

Students will be able to identify reasons or evidence to support the main idea or points in an informational text.

Key Vocabulary

reason, evidence, support, main idea, point

Teaching and Learning Progressions

- Identify ideas or details that support the main idea of a text.
- Identify supporting details of a text.
- Identify an author's main idea in a text.
- Identify an author of a text.
- Recognize that the information on the cover of a book has a message.
- Use illustrations to "read" a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).

- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Provide students a copy of text and have them highlight the main idea in one color and the details in another color.
- Provide students with the main idea of a text and have them identify details in the text that support the main idea.
- Provide students with a main idea and information about a topic that includes both supporting details and general information related to the topic; have students identify the details that support the main idea.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Explain how an author uses reasons and evidence to support the main idea and particular points in an informational text.	Identify reasons or evidence to support the main idea or points in an informational text.	With support, identify reasons or evidence to support the main idea or points in an informational text.	Exhibit curiosity about a text.

Grade: 4

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Fluency

General Education Standard

ELA.4.21 Read with sufficient accuracy and fluency to support comprehension.

Alternate Achievement Standard

ELA.AAS.4.21 Read/identify 150 words associated with pictures or tangible objects.

Achievement Elements

Students will be able to read/identify 150 words associated with pictures or objects.

Key Vocabulary

word, letter, sound

Teaching and Learning Progressions

- Identify familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize common environmental print.
- Understand and use the phonetic rules and the exceptions.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.

- Identify the purpose for letters.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Read a story to students and pause occasionally to ask “What word is this?”
- Ask students to match pictures to words in the classroom.
- Take a walk around the school or outside and have students identify environmental print.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Read on-level text with sufficient accuracy and fluency to support comprehension.	Read/identify 150 words associated with pictures or objects.	With support, read/identify 150 words associated with pictures or tangible objects.	Exhibit curiosity about a text.

Grade: 4

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.4.22 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- ELA.4.22a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- ELA.4.22b Provide reasons that are supported by facts and details.
- ELA.4.22c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- ELA.4.22d Provide a concluding statement or section related to the opinion presented.
- ELA.4.23 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
- ELA.4.23a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- ELA.4.23b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ELA.4.23c Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- ELA.4.23d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ELA.4.23e Provide a concluding statement or section related to the information or explanation presented.
- ELA.4.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELA.4.24a Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.
- ELA.4.24b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- ELA.4.24c Use a variety of transitional words and phrases to manage the sequence of events.
- ELA.4.24d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ELA.4.24e Provide a conclusion that follows from the narrated experiences or events.

Alternate Achievement Standards

- ELA.AAS.4.22 Compose opinion pieces by stating an opinion, providing reasons related to the opinion, and providing an appropriate conclusion related to the stated opinion.
- ELA.AAS.4.23 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.4.24 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an informative, explanatory, or opinion text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informative text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, opinion

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write a sentence.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Provide students with an informational topic and a graphic organizer to compose a main idea, details, and a conclusion.
- Ask students to compose a narrative by using comic strip frames to draw and compose a story with a beginning, a middle, and an end.
- Provide students with an opinion topic and have each student compose a piece that is based on his or her opinion and includes reasons why he or she feels that way. Provide them a graphic organizer to organize their thoughts.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an informative or an explanatory text to examine a topic and convey ideas and information clearly, followed by a concluding statement.	Compose an informative or an explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or an explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Exhibit curiosity about writing.
Compose a narrative by introducing characters, adding descriptive details, and organizing an event sequence that unfolds naturally.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to use a mode of communication to share ideas.

Grade: 4

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.4.29 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- ELA.4.30 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.4.30a Apply *Grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
- ELA.4.30b Apply *Grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Alternate Achievement Standards

- ELA.AAS.4.29 Identify information that is relevant to a given topic.
- ELA.AAS.4.30 Identify evidence from literary or informational texts to support a research topic.

Achievement Elements

Students will be able to identify relevant evidence to support a topic.

Key Vocabulary

recall, relevant, evidence

Teaching and Learning Progressions

- Identify details that support a topic.
- Define evidence and details.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Provide students with a main idea and ask them to sort through details on separate note cards and determine which are relevant to the topic and which are not.
- Give students research topics, and ask them to research facts about their topics from a preselected group of research information.
- When doing a shared reading task, stop occasionally and ask students which details from the text are supporting details.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Gather information from a resource and explain how it supports a given topic.	Identify which information in a text supports a topic.	With support, identify which information in a text supports a topic.	Exhibit curiosity about writing.

Grade: 4

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

ELA.4.33 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA.4.34 Identify the reasons and evidence a speaker provides to support points.

Alternate Achievement Standards

ELA.AAS.4.33 Identify the main idea or details in a text read aloud or presented in other diverse forms of media.

ELA.AAS.4.34 Ask and answer questions about information provided by a speaker.

Achievement Elements

Students will identify the main idea or details in a text read aloud or presented in other diverse forms of media.

Key Vocabulary

evidence, speaker

Teaching and Learning Progressions

- Ask and answer a speaker's who, what, when, and where questions about spoken information.
- Identify evidence a speaker provides for specific points.
- Recall information provided by a speaker.
- Use common language to ask for information.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Have a speaker stop at key points, ask students questions, and give students an opportunity to ask questions.
- Have a speaker stop after important parts and ask students to identify the important details of that portion of the information.
- Before a speaker talks about a point, ask students to listen for three reasons/supporting details. Then discuss those details after the speaker finishes.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify the reasons/evidence a speaker provided for a specific point and paraphrase portions of that speech.	Identify the main idea or details in a text read aloud or presented in other diverse forms of media.	With support, identify the main idea or details in a text read aloud or presented in other diverse forms of media.	Exhibit curiosity about language.

Grade: 4

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standard

ELA.4.35 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Alternate Achievement Standard

ELA.AAS.4.35 Report on a topic or tell a story, including a beginning, middle, and end and including relevant facts or details.

Achievement Elements

Students will be able to report on a topic or tell a story that includes relevant facts or details, a beginning, a middle, and an end.

Key Vocabulary

relevant fact, detail, topic, recall, beginning, middle, end

Teaching and Learning Progressions

- Tell a story or report on a topic with one or more details.
- Communicate about a familiar activity or topic.
- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Ask students to bring in an object that is relevant to a unit of study. Have each student talk about his or her object and how it is relevant to the unit.
- Pick a topic for students and have them remember an event in their lives that is relevant to that topic. Have each student tell his or her story with a beginning, a middle, and an end.
- Have students do a shared activity such as a class science experiment or a field trip. Create a shared writing activity where students work together to find the facts and details about the activity.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Report on a topic or tell a story that includes a main idea or theme, relevant facts or details, a beginning, a middle, and an end.	Report on a topic or tell a story that includes relevant facts or details, a beginning, a middle, and an end.	With support, report on a topic or tell a story that includes relevant facts or details, a beginning, a middle, and an end.	Exhibit curiosity about language.

Grade: 4

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.4.38 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.4.38a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- ELA.4.38b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- ELA.4.38c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- ELA.4.38d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- ELA.4.38e Form and use prepositional phrases.
- ELA.4.38f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- ELA.4.38g Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
- ELA.4.39 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.4.39a Use correct capitalization.
- ELA.4.39b Use commas and quotation marks to mark direct speech and quotations from a text.
- ELA.4.39c Use a comma before a coordinating conjunction in a compound sentence.
- ELA.4.39d Spell grade-appropriate words correctly, consulting references as needed.

Alternate Achievement Standards

- ELA.AAS.4.38 Demonstrate standard English grammar when communicating.
- ELA.AAS.4.38a Demonstrate correct use of nouns and verbs.
- ELA.AAS.4.38b Demonstrate correct use of plural nouns.
- ELA.AAS.4.38d Demonstrate correct use of adjectives.
- ELA.AAS.4.38f Produce complete sentences.
- ELA.AAS.4.39 Use punctuation at the end of a sentence.

ELA.AAS.4.39a Use a capital letter at the beginning of every sentence and at the beginning of every first name.
ELA.AAS.4.39d Spell and/or identify appropriately chosen words correctly; may consult references as needed.

Achievement Elements

Students will be able to use a complete simple sentence with correct grammar and mechanics in writing and speaking.

Key Vocabulary

noun, verb, plural, adjective, punctuation, spelling, complete sentence

Teaching and Learning Progressions

- Identify common plural words.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Have students match word cards to pictures or objects in the room.
- Create a word wall or use student personal dictionaries for students to reference while writing.
- Sing songs with the elements of the correct mechanics of a sentence, such as capitalizing words and ending in correct punctuation.
- Create sentences with errors and have students correct the errors.
- Create writer's checklists and have students identify errors in their writing or another's writing.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use a more complex sentence with correct grammar and mechanics in writing and speaking.	Use a complete simple sentence with correct grammar and mechanics in writing and speaking.	With support, use a complete simple sentence with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 4

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.4.41 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies.
- ELA.4.41a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- ELA.4.41b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- ELA.4.41c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELA. 4.42 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.4.42a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- ELA.4.42b Recognize and explain the meaning of common idioms, adages, and proverbs.
- ELA.4.42c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Alternate Achievement Standards

- ELA.AAS.4.41a Identify the meaning of a word used in context.
- ELA.AAS.4.41c Demonstrate the ability to use dictionaries, glossaries, thesauruses, etc. to find the pronunciation and meaning of key words and phrases.
- ELA.AAS.4.42 Demonstrate understanding of simple and/or various forms of figurative language.
- ELA.AAS.4.42c Identify common synonyms and antonyms (e.g., happy-glad, hot-cold).

Achievement Elements

Students will be able to identify the meaning of words used in context.

Students will be able to identify common synonyms and antonyms.

Key Vocabulary

meaning, word, dictionary, glossary, synonym, antonym

Teaching and Learning Progressions

- Identify synonyms and antonyms.
- Identify resource materials and their purposes.
- Identify the meanings of words in context.
- Recognize the differences between words with common meanings.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Identify resources in the school.

Application of Alternate Achievement Standards

- When reading a text, have students look at the glossary to determine the meanings of words.
- Provide students with a short passage or sentence with a vocabulary word. Have a discussion with the students about the information in the text and what the vocabulary word could mean.
- Have students locate the table of contents and discuss how it can help them find specific information. Have students locate the specific page where a topic can be found.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine or clarify the meanings of unknown and words and phrases used in context.	Identify the meanings of words used in context.	With support, identify the meanings of words used in context.	Exhibit curiosity about vocabulary.
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Identify common synonyms and antonyms.	With support, identify common synonyms and antonyms.	Exhibit curiosity about word meanings.

Grade: 5

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Key Ideas and Details

General Education Standards

- ELA.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- ELA.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Alternate Achievement Standards

- ELA.AAS.5.1 Find in the text and/or answer who, what, why, when, and where questions about a story.
- ELA.AAS.5.2 Identify the main idea of a story; identify a problem and its solution in a story; summarize a story.
- ELA.AAS.5.3 Compare and contrast two characters or events in a story.

Achievement Elements

Students will be able to identify the main idea and the problem and solution in a story and summarize the story.
Students will be able to identify a similarity or difference between two characters in a story.

Key Vocabulary

who, what, why, when, where, main idea (begin introducing *theme*), problem and resolution, summary, similarity, difference, character, event

Teaching and Learning Progressions

- Identify a summary of a story.
- Identify the problem and the resolution to the problem in a story.
- Compare two characters and/or events in a story.
- Identify the main idea or theme of a story.
- Answer who, what, why, when, and where questions about a story.
- Identify the topic/subject of a sentence.
- Identify the main idea of a story with supporting details from the beginning, middle, and end of the story.
- Sequence the events in a story.
- Identify the characters in a story.
- Identify the setting of a story.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read a text aloud to students and have them draw two different characters or events in the story to make a comparison.
- Use a graphic organizer to help organize evidence from a story in order to compare characters or events from the story.
- Read a text and fill out a problem/solution T-chart.
- When reading a text, have students answer questions as the text is read.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme of a story, including how characters respond to challenges; summarize the story.	Identify the main idea and the problem and solution in a story and summarize the story.	With support, identify the main idea and the problem and its solution in a story and summarize the story.	Exhibit curiosity about a story.
Compare two or more characters, settings, or events in a story or drama.	Identify a similarity or difference between two characters in a story.	With support, identify a similarity or difference between two characters in a story.	With support, point to pictures when asked who, what, and when questions about a story.

Grade: 5

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Alternate Achievement Standard

ELA.AAS.5.6 Describe how the author’s point of view shapes how the events happen.

Achievement Elements

Students will be able to describe how the author’s point of view shapes how the events happen.

Key Vocabulary

narrator, point of view, influence

Teaching and Learning Progressions

- Identify the reason why a narrator has a certain point of view.
- Identify the point of view of a narrator in a text.
- Identify the narrator of a text.
- Define point of view.
- Define narrator.
- Identify the author of a story.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, identify descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.

- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Read a story written with the first-person point of view. As a group, discuss who is talking and how he or she may be feeling. Have students look for clues about how the narrator is feeling. Does the narrator state that he or she is sad or happy; does the narrator tell about emotions such as saying that he or she is crying or laughing? Then have students discuss what was happening in the story that might have made the narrator feel that way.
- Have students read a short story and then retell the story from a different character’s point of view.
- Read two books with the same storyline but written from different perspectives. Discuss the similarities and differences in the points of view and why they would be different.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Describe how a narrator’s or speaker’s point of view influences how events are described.	Describe how the author’s point of view shapes how the events happen.	With support, describe how the author’s point of view shapes how the events happen.	Exhibit curiosity about a text.

Grade: 5

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.5.10 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA.5.11 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ELA.5.12 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Alternate Achievement Standards

- ELA.AAS.5.10 Find in the text/or answer who, what, why, when, and where questions to demonstrate understanding of an informational text.
- ELA.AAS.5.11 Identify the main idea of an informational text; identify the events or details in an informational text; summarize an informational text.
- ELA.AAS.5.12 Identify the relationship/connection between two individuals, events, or ideas in an informational text.

Achievement Elements

Students will be able to identify the main idea and supporting details or events in a text and summarize the text.

Key Vocabulary

who, what, why, when, where, main idea, event, detail, summary, relationship, connection

Teaching and Learning Progressions

- Identify the relationship between two events or ideas in an informational text.
- Identify the main idea of a text.
- Identify the sequence of events, ideas, concepts, or procedures in a text.

- Identify details of events, procedures, ideas, or concepts in a text.
- Answer who, what, why, when, and where questions about a text.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Provide students with three or more resources with at least two of them having connections and have students determine which are connected by a main idea and which are not.
- Read students a text and have students summarize it in one to two sentences.
- Provide students with a text; have students find the main idea and then summarize the text using the main idea.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Identify the main idea and supporting details or events in a text; summarize the text.	With support, identify the main idea and supporting details or events in a text; summarize the text.	Exhibit curiosity about a text.

Grade: 5

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standards

- ELA.5.14 Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.
- ELA.5.15 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Alternate Achievement Standards

- ELA.AAS.5.14 Identify the structure (problem-solution, sequence of events, cause and effect) in a text or part of a text.
- ELA.AAS.5.15 Identify the similarities and differences of the same event through various authors' points of view.

Achievement Elements

Students will be able to identify the structure of a text.

Students will be able to identify similarities and differences of a common event through different authors' points of view.

Key Vocabulary

problem, solution, cause and effect, similarity, difference, point of view, chronological order

Teaching and Learning Progressions

- Compare the similarities and differences between the same events presented by different authors.
- Identify the point of view of an author.
- Identify the problem and solution, sequence of events, or cause and effect in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.
- Define sequence of events, ideas, concepts, or procedures.

- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Show students examples of different types of text, such as problem-solution, sequence of events, or cause and effect and discuss the different features of each example. Provide students with a variety of texts in the different types that were shown to students and have them sort the texts by type, using the examples provided.
- Provide students text about a single topic from several authors. Have students create a Venn diagram with similarities and differences from each author’s point of view.
- Provide students with a variety of texts and have them look for specific structures in each to identify the type of text structure.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compare and contrast the text structure of two or more texts.	Identify the structure of a text.	With support, identify the structure of a text.	With support, start to sequence events of a story.
Analyze multiple accounts of a common event, noting the similarities and differences of the different authors’ points of view.	Identify similarities and differences of a common event through different authors’ points of view.	With support, identify similarities and differences of a common event through different authors’ points of view.	Exhibit curiosity about a text.

Grade: 5

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.5.17 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Alternate Achievement Standard

ELA.AAS.5.17 Identify the reasons or evidence that support an idea or point in an informational text.

Achievement Elements

Students will be able to identify reasons or evidence to support the main idea or points in an informational text.

Key Vocabulary

reason, evidence, support, main idea, point

Teaching and Learning Progressions

- Identify evidence that supports the main idea in a text.
- Identify the main idea of a text.
- Identify the sequence of events, ideas, concepts, or procedures in a text.
- Identify details of events, procedures, ideas, or concepts in a text.
- Answer who, what, and where questions about a text.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.

- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Use newspaper or magazine articles to find main ideas and supporting points in text. Have students highlight the main idea in one color and the details/facts in another color.
- When reading an informational text, have students fill in a teacher-created note catcher in the two-column note format. The teacher could fill out the main idea, key vocabulary, and events while students fill in the details.
- Using text features such as captions or charts, have students find details/facts to support a teacher-provided main idea.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Explain how an author uses reasons or evidence to support the main idea or points in a text.	Identify reasons or evidence to support the main idea or points in a text.	With support, identify reasons or evidence to support the main idea or points in a text.	Exhibit curiosity about a text.

Grade: 5

Content Area: English Language Arts

Strand: Reading Standards: Foundational Skills

Objective: Fluency

General Education Standard

ELA.5.21 Read with sufficient accuracy and fluency to support comprehension.

ELA.5.21a Read on-level text with purpose and understanding.

ELA.5.21b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELA.5.21c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alternative Achievement Standard

ELA.AAS.5.21 Read/identify 200 words associated with pictures or tangible objects.

Achievement Elements

Students will be able to read/identify 200 words associated with pictures or objects.

Key Vocabulary

word, letter, sound

Teaching and Learning Progressions

- Read 200 words.
- Identify familiar noun words for people, animals, objects, places, and events paired with pictures (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize common environmental print.
- Understand and use the phonetic rules and the exceptions.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.

- Identify and name each of the twenty-six uppercase letters.
- Identify and name each of the twenty-six lowercase letters.
- Identify the purpose for letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Label the classroom with pictures and words (e.g., a picture of the door and the word door; common supplies such as crayons, paper). Then have students “read” the room using the visuals.
- Create flashcards of common nouns with pictures and words and have students read the words.
- Create a matching or concentration game where students match the written words to the picture symbols.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Read on-level text with at least 200 words with sufficient accuracy and fluency to support comprehension.	Read/identify 200 words associated with pictures or objects.	With support, read/identify 200 words associated with pictures or tangible objects.	Exhibit curiosity about a text.

Grade: 5

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.5.22 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- ELA.5.22a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- ELA.5.22b Provide logically ordered reasons that are supported by facts and details.
- ELA.5.22c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- ELA.5.22d Provide a concluding statement or section related to the opinion presented.
- ELA.5.23 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
- ELA.5.23a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- ELA.5.23b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ELA.5.23c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- ELA.5.23d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ELA.5.23e Provide a concluding statement or section related to the information or explanation presented.
- ELA.5.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELA.5.24a Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.
- ELA.5.24b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- ELA.5.24c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- ELA.5.24d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ELA.5.24e Provide a conclusion that follows from the narrated experiences or events.

Alternate Achievement Standards

- ELA.AAS.5.22 Compose opinion pieces by stating an opinion, providing facts or reasons supporting the opinion, and providing an appropriate conclusion related to the stated opinion.
- ELA.AAS.5.23 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.5.24 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an opinion text that states an opinion with supporting facts or reasons related to the stated opinion. Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion. Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of event, fact, detail

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write a sentence.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.

- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- In an informative text, have students identify the main idea and use it to create a timeline of events about the main idea.
- Provide students with a topic such as “What is your favorite subject and why?” Have students ask other students for their opinion and then create a graph showing the students’ responses. Students can then compose an opinion piece by summarizing what the survey shows and also include their own opinions.
- Create a narrative using sentence starters for a beginning, a middle, and an end.
- Create a narrative using pictures and captions.
- Create videos or movies about a text or a student-created narrative.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an opinion piece on a topic or a text, supporting a point of view with reasons and information.	Compose an opinion piece that states an opinion with supporting facts or reasons.	With support, compose an opinion piece that states an opinion with supporting facts or reasons.	Begin to compose a short opinion statement.
Compose an informative or an explanatory text by examining a topic, conveying ideas and information clearly, and providing a concluding statement.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Begin to compose one to two steps for a “how-to” text.
Write a narrative by introducing characters, adding descriptive details, and organizing an event sequence that unfolds naturally.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to compose a detail about themselves.

Grade: 5

Content Area: English Language Arts

Standard: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.5.28 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- ELA.5.30 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.5.30a Apply *Grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- ELA.5.30b Apply *Grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Alternate Achievement Standards

- ELA.AAS.5.28 Identify evidence from more than one text to support a research topic.
- ELA.AAS.5.30 Analyze evidence from literary or informational texts to support a research topic.

Achievement Elements

Students will be able to identify information from a text to support a research topic.

Key Vocabulary

recall, relevant, evidence, research

Teaching and Learning Progressions

- Identify details that support a topic.
- Identify a detail for a given topic.
- Define evidence and details.

- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Use a journal to create a list of topics of interest that students could research.
- Have students identify a set of images that relate to a selected topic.
- Have students identify types of sources that will provide information on a given topic.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Conduct a research project by gathering information from a resource and explaining how the information supports a given topic.	Identify information from a text to support a research topic.	With support, identify information from a text to support a research topic.	Exhibit curiosity about writing.

Grade: 5

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

- ELA.5.33 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA.5.34 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Alternate Achievement Standards

- ELA.AAS.5.33 Identify the main ideas and details in a text read aloud or presented in other diverse forms of media.
- ELA.AAS.5.34 Ask and answer questions about the information provided by a speaker.

Achievement Elements

Students will be able to ask and answer questions about information a speaker provides.

Students will be able to identify the main idea or details in a text read aloud or presented in other formats.

Key Vocabulary

evidence, reason, main idea, detail

Teaching and Learning Progressions

- Ask and answer a speaker who, what, when, and where questions about the information spoken.
- Identify evidence a speaker provides on specific points.
- Recall information provided by speaker.
- Use common language to ask for information.

- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Have students watch a video on an informational topic and identify the main idea of the video along with at least two details.
- Have students create an illustration book that incorporates the main idea and details of a presentation.
- Have students interact with a speaker by asking questions. Have a list with visuals of question starters available for who, what, when, and where questions.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Summarize a written text read aloud or information presented in diverse media and formats.	Ask and answer questions about information a speaker provides.	With support, ask and answer questions about information a speaker provides.	Exhibit curiosity about a text.
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Identify the main idea or details in a text read aloud or presented in other formats.	With support, identify the main idea or details in a text read aloud or presented in other formats.	Exhibit curiosity about information presented in other formats.

Grade: 5

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standards

ELA.5.35 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Alternate Achievement Standards

ELA.AAS.5.35 Report on a topic, using a beginning, middle, and end and relevant facts and details; state an opinion about the topic.

Achievement Elements

Students will be able to report on a topic or tell a story that includes relevant facts or details, a beginning, a middle, an end, and states an opinion about a topic.

Key Vocabulary

relevant fact, detail, topic, recall, beginning, middle, end, opinion, sequence

Teaching and Learning Progressions

- Tell a story or report on a topic with a detail.
- Communicate about a familiar activity or topic.
- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Have students create a class survey about an opinion topic and then present why they have the opinion to the class.
- Take a virtual or real field trip and have students create a story based on their experience.
- Create a shared writing task by having students compose a piece by having one student compose the beginning, another student compose the middle, and another student compose the ending of the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Report on a topic or state an opinion that includes a main idea or theme, relevant facts or descriptive details, a beginning, a middle, and an end.	Report on a topic or tell a story that includes relevant facts or details, a beginning, a middle, and an end.	With support, report on a topic or tell a story that includes relevant facts or details, a beginning, a middle, and an end.	Exhibit curiosity about language.

Grade: 5

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.5.38 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.5.38a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- ELA.5.38b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- ELA.5.38c Use verb tense to convey various times, sequences, states, and conditions.
- ELA.5.38d Recognize and correct inappropriate shifts in verb tense.*
- ELA.5.38e Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
- ELA.5.39 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.5.39a Use punctuation to separate items in a series.*
- ELA.5.39b Use a comma to separate an introductory element from the rest of the sentence.
- ELA.5.39c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- ELA.5.39d Use underlining, quotation marks, or italics to indicate titles of works.
- ELA.5.39e Spell grade-appropriate words correctly, consulting references as needed.

Alternate Achievement Standards

- ELA.AAS.5.38 Demonstrate standard English grammar when communicating.
- ELA.AAS.5.38a Use conjunctions and prepositions correctly in sentences.
- ELA.AAS.5.38b Use correct verb tenses when speaking and/or writing.
- ELA.AAS.5.38e Use conjunctions correctly (i.e., *and* and *or*).
- ELA.AAS.5.39 Demonstrate standard English grammar when communicating.

ELA.AAS.5.39a Use commas correctly in a sentence that contains a series of items.

ELA.AAS.5.39d Use quotation marks to identify titles of written works.

Achievement Elements

Students will be able to use a complete simple sentence with correct grammar and mechanics in writing and speaking.

Key Vocabulary

noun, verb, plural, adjective, punctuation, spelling, complete sentence

Teaching and Learning Progressions

- Identify common plural words.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- In a narrative that includes quotation marks, have students find the quotations and identify the speaker/s.
- Provide students with sentences with blanks for nouns, verbs, and adjectives and have students fill in the blanks.
- Provide students with sentences that are missing capitalization and punctuation and have students complete the sentences.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use a more complex sentence with correct grammar and mechanics in writing and speaking.	Use a complete simple sentence with correct grammar and mechanics in writing and speaking.	With support, use a complete simple sentence with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 5

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.5.41 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 5 reading and content*, choosing flexibly from a range of strategies.
- ELA.5.41a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- ELA.5.41b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- ELA.5.41c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELA.5.42 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.5.42a Interpret figurative language, including similes and metaphors, in context.
- ELA.5.42b Recognize and explain the meaning of common idioms, adages, and proverbs.
- ELA.5.42c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Alternate Achievement Standards

- ELA.AAS.5.41 Identify the meaning of a word used in context.
- ELA.AAS.5.41c Use a dictionary or a glossary to find the meaning of a word.
- ELA.AAS.5.42 Demonstrate understanding of simple and/or various forms of figurative language.
- ELA.AAS.5.42c Identify common synonyms and antonyms (e.g., happy–glad, hot–cold).

Achievement Elements

Students will be able to identify the meanings of words used in context.
Students will be able to identify synonyms and antonyms.

Key Vocabulary

context clue, glossary, figurative language, synonym, antonym, simile, metaphor, idiom

Teaching and Learning Progressions

- Identify common synonyms and antonyms.
- Identify the meanings of words in context.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Identify resources in the school.

Application of Alternate Achievement Standards

- Provide figurative language with picture symbols to students; ask them to make predictions about the meaning of the phrase.
- Create a class list of words and find synonyms and antonyms for them.
- Create a word wall or student personal dictionaries for students to reference when writing.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine the meanings of words and phrases used in context.	Identify the meanings of words used in context.	With support, identify the meanings of words used in context.	Exhibit curiosity about vocabulary.
Use the relationship between words to better understand each of the words.	Identify synonyms and antonyms.	With support, identify synonyms and antonyms.	Exhibit curiosity about word meanings.

Grade: 6

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.6.2 Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.
- ELA.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Alternate Achievement Standards

- ELA.AAS.6.1 Answer who, what, where, when, and why questions about stories using textual evidence for support.
- ELA.AAS.6.2 Identify the theme or main idea of a story; provide a simple summary of a story.
- ELA.AAS.6.3 Identify the plot of a story including exposition, conflicts, rising action, climax, falling action, and resolution; describe how the dynamic character changes throughout a story (beginning, middle, and end).

Achievement Elements

Students will be able to identify the theme or main idea of a story and provide a simple summary of a story.

Students will be able to describe how the dynamic character changes throughout a story (beginning, middle, and end).

Key Vocabulary

main idea, theme, problem, summary, similarity, difference, character, event, plot, conflict, rising action, climax, falling action, resolution

Teaching and Learning Progressions

- When asked orally, identify the theme of a story.
- When asked orally, identify the main idea of a story.

- Define theme and main idea.
- When asked orally, identify the topic/subject of a sentence.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Using a plot diagram graphic organizer, have students identify, conflict, rising action, climax, falling action, and resolution.
- While reading a narrative, have students identify one character’s feelings and/or actions during key events. Discuss how the character’s feelings and/or actions change throughout the story.
- After reading a text, have students state a one- to two-sentence summary of a text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea and how it is conveyed through details; summarize the text.	Identify the theme or main idea of a story and provide a simple summary of a story.	With support, identify the theme or main idea of a story and provide a simple summary of a story.	Exhibit curiosity about a story.
Describe how the plot of a story unfolds in a series of episodes and how the main characters respond to change.	Describe how the dynamic character changes throughout a story (beginning, middle, and end).	With support, describe how the dynamic character changes throughout a story (beginning, middle, and end).	With support, begin to describe a character in a story.

Grade: 6

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Craft and Structure

General Education Standard

ELA.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Alternate Achievement Standard

ELA.AAS.6.6 Identify one or more influences that shape an author's point of view.

Achievement Elements

Students will be able to identify one or more influences that shape an author's point of view.

Key Vocabulary

narrator, point of view, influence

Teaching and Learning Progressions

- Identify the reason why a narrator has a certain point of view.
- Identify what influences a narrator's point of view.
- Identify the point of view of a narrator in a text.
- Identify the narrator of a text.
- Define point of view.
- Define narrator.
- Identify the author of a story.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- After reading a narrative text, have students choose one character and identify the character’s feelings at key points in the story.
- After reading a narrative text, have students look at the setting and identify how it influenced the character’s thoughts and feelings.
- In a shared text, have students choose a character that is not the narrator and tell the story from that character’s point of view.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Explain how an author develops the point of view of the narrator or speaker in a text.	Identify one or more influences that shape an author’s point of view.	With support, identify one or more influences that shape an author’s point of view.	Exhibit curiosity about a text.

Grade: 6

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.6.11 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.6.12 Determine a particular central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.
- ELA.6.13 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Alternate Achievement Standards

- ELA.AAS.6.11 Answer who, what, where, when, and why questions about informational text, using textual evidence for support.
- ELA.AAS.6.12 Identify the central idea of an informational text; summarize an informational text.
- ELA.AAS.6.13 Identify how individuals, events, or ideas in an informational text are presented (e.g., through examples, sequential order, fact and opinion, fact and details).

Achievement Elements

Students will be able to identify the central idea and supporting details or events in a text and summarize the text.

Key Vocabulary

who, what, where, when, why, central idea, event, detail, fact, summary, relationship, connection

Teaching and Learning Progressions

- Identify the relationship between two events or ideas in an informational text.
- Identify the main idea of a text.
- Identify the sequence of events, ideas, concepts, or procedures in a text.

- Identify details of events, procedures, ideas, or concepts in a text.
- Answer who, what, and where questions about a text.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- When reading an informational text, have students create a timeline of events.
- When reading a “how-to” text, have students create a picture guide of the steps.
- Have students identify key information in an informational text by identifying information in captions, graphs, and images.
- After reading a text, have the students identify the main idea and summarize the key details.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify a particular central idea of a text and how it is conveyed through details; provide a summary.	Identify the central idea and supporting details or events in a text; summarize the text.	With support, identify the central idea and supporting details or events in a text; summarize the text.	Exhibit curiosity about a text.

Grade: 6

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.6.16 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Alternate Achievement Standard

ELA.AAS.6.16 Identify the author's purpose in an informational text (i.e., to inform, persuade, entertain).

Achievement Elements

Students will be able to identify the author's purpose in an informational text.

Key Vocabulary

author's purpose, inform, persuade, entertain

Teaching and Learning Progressions

- Identify the author's purpose for writing (to inform, persuade, or entertain).
- Compare the similarities and differences between the same events presented by different authors.
- Identify the point of view of an author.
- Identify the problem and solution, sequence of events, or cause and effect in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to "read" a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- Identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).

- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Create text with different purposes (inform, persuade, or entertain) with the same topic and have students identify the differences.
- Provide students with a product and have them create an advertisement designed to persuade an audience to buy the product.
- Provide students with a task and ask them to create a process for doing the task.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine the author’s point of view or purpose in a text.	Identify the author’s purpose in an informational text.	With support, identify the author’s purpose in an informational text.	Exhibit curiosity about a text.

Grade: 6

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standards

- ELA.6.17 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ELA.6.18 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Alternate Achievement Standards

- ELA.AAS.6.17 Use information presented in different media or formats (e.g., video, print) to demonstrate understanding of a topic or issue.
- ELA.AAS.6.18 Identify the argument and claim in a text.

Achievement Elements

Students will be able to identify the argument and claim in a text.

Key Vocabulary

media, topic, argument, claim

Teaching and Learning Progressions

- Identify details that support a topic.
- Identify a detail for a given topic.
- Define evidence and details.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Provide students with an informational text and together highlight the argument in one color and the claims or evidence in another color.
- Provide students a short informational text. Cut the text into individual sentences. Have students identify the central ideas and then sort the claims or details under each central idea.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Trace and evaluate the argument and specific claims in a text.	Identify the argument and claim in a text.	With support, identify the argument and claim in a text.	Exhibit curiosity about a text.

Grade: 6

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.6.21 Write arguments to support claims with clear reasons and relevant evidence.
- ELA.6.21a Introduce claim(s) and organize the reasons and evidence clearly.
- ELA.6.21b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- ELA.6.21c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- ELA.6.21d Establish and maintain a formal style.
- ELA.6.21e Provide a concluding statement or section that follows from the argument presented.
- ELA.6.22 Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELA.6.22a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ELA.6.22b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- ELA.6.22c Use appropriate transitions to clarify the relationships among ideas and concepts.
- ELA.6.22d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ELA.6.22e Establish and maintain a formal style.
- ELA.6.22f Provide a concluding statement or section that follows from the information or explanation presented.
- ELA.6.23 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- ELA.6.23a Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.
- ELA.6.23b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- ELA.6.23c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- ELA.6.23d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- ELA.6.23e Provide a conclusion that follows from the narrated experiences or events.

Alternate Achievement Standards

- ELA.AAS.6.21 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.6.22 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.6.22a Introduce a topic.
- ELA.AAS.6.22b Develop a topic with facts, details, or other information and examples.
- ELA.AAS.6.22f Provide a concluding statement.
- ELA.AAS.6.23 Compose narrative texts by introducing characters and/or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a claim by stating the claim with facts or reasons to support the stated claim and providing an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, explanatory, or narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.

- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Using a graphic organizer, have students choose a topic and find supporting facts about the topic.
- Using a plot diagram graphic organizer, have students compose a narrative with the key components of beginning, middle, and end.
- Using a magazine, have students find an opinion piece, choose a side of the argument, and find details to support the argument in the article.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose opinion pieces on topics or texts, supporting a point of view with reasons and information.	Compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	With support, compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	Begin to compose a short opinion statement.
Compose informative or explanatory texts to examine a topic and convey ideas and information clearly, followed by a concluding statement.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Begin to compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, adding descriptive details, and organizing an event sequence that unfolds naturally.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to compose a simple text.

Grade: 6

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.6.27 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- ELA.6.29 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.6.29a Apply *Grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- ELA.6.29b Apply *Grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Alternate Achievement Standards

- ELA.AAS.6.27 Conduct a short research project and construct a product.
- ELA.AAS.6.29 Draw evidence from a literary or informational text to support a research topic.

Achievement Elements

Students will be able to draw evidence from text to support a research topic.

Key Vocabulary

research, evidence, relevant

Teaching and Learning Progressions

- Identify details that support a topic.
- Identify a detail for a given topic.
- Define evidence and details.

- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Create a model of an object or location after researching the key features of the object.
- Create a digital presentation of a topic to inform the audience of the topic.
- Create a video of a literary text representing a story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Conduct a research project by gathering information from a resource and explaining how the information supports a given topic.	Draw evidence from text to support a research topic.	With support, draw evidence from text to support a research topic.	Exhibit curiosity about writing.

Grade: 6

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

- ELA.6.32 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- ELA. 6.33 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Alternate Achievement Standards

- ELA.AAS.6.32 Ask a question or make an on-topic comment regarding a text read aloud or from other diverse forms of media.
- ELA.AAS.6.33 Identify an argument or claim presented by a speaker.

Achievement Elements

Students will be able to ask a question or make an on-topic comment regarding a text or an oral presentation.

Key Vocabulary

evidence, reasons, on-topic comment

Teaching and Learning Progressions

- Ask and answer a speaker who, what, where, when, and why questions about information spoken.
- Identify evidence a speaker provided on specific points.
- Recall information provided by a speaker.
- Use common language to ask for information.

- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Demonstrate how to ask on-topic questions in a discussion and have students ask similar questions.
- While reading a text, have students ask questions about the text, using visual cues to guide their questions. Before an oral presentation, preview the speaker’s topic so students know what kinds of questions to ask.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Interpret information presented and explain how it contributes to a topic, a text, or an issue under study.	Ask a question or make an on-topic comment regarding a text or an oral presentation.	With support, ask a question or make an on-topic comment regarding a text or an oral presentation.	Exhibit curiosity about information presented.

Grade: 6

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standard

ELA.6.34 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Alternate Achievement Standard

ELA.AAS.6.34 Present a claim, using a beginning, middle, and end and including relevant facts and details.

Achievement Elements

Students will be able to present a claim that has a beginning, a middle, and an end and includes relevant facts and details.

Key Vocabulary

relevant fact, detail, topic, recall, beginning, middle, end, claim, present (presentation)

Teaching and Learning Progressions

- Tell a story or report on a topic with details.
- Communicate about a familiar activity or topic.
- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Have students choose a topic to present to the class. It should include details and facts about the topic.
- Create a digital presentation of a claim to include a beginning, a middle, and an end.
- Create a poster presentation, using images and text to present a claim.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Present claims and findings with logically sequenced ideas, using pertinent descriptions, facts, and details to support main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present a claim that has a beginning, a middle, and an end and includes relevant facts and details.	With support, present a claim that has a beginning, a middle, and an end and includes relevant facts and details.	Exhibit curiosity about language.

Grade: 6

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.6.37 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.6.37a Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama)
- ELA.6.37b Ensure that pronouns are in the proper case (subjective, objective, possessive).
- ELA.6.37c Use intensive pronouns (e.g., *myself, ourselves*).
- ELA.6.37d Recognize and correct inappropriate shifts in pronoun number and person.*
- ELA.6.37e Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- ELA.6.37f Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *
- ELA.6.38 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.6.38a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.
- ELA.6.38b Spell correctly.

Alternate Achievement Standards

- ELA.AAS.6.37 Demonstrate standard English grammar when communicating.
- ELA.AAS.6.37a Use a complete sentence when asking and answering questions.
- ELA.AAS.6.37b Use correct nouns and verbs.
- ELA.AAS.6.37c Use correct pronouns.
- ELA.AAS.6.38 Demonstrate understanding of capitalization, punctuation, and spelling when writing.
- ELA.AAS.6.38a Use a period, a question mark, or an exclamation point correctly.

Achievement Elements

Students will be able to use a complete simple sentence with correct grammar and mechanics in writing and speaking.

Key Vocabulary

noun, verb, plural, adjective, punctuation, spelling, complete sentence

Teaching and Learning Progressions

- Identify common plural words.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Create a writer's checklist with basic mechanics for students to reference when writing sentences.
- Create text with nouns and have students change the nouns to pronouns.
- Create a writer's checklist with basic sentence structure, definitions, and examples of each part of speech required.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use a more complex sentence with correct grammar and mechanics in writing and speaking.	Use a complete simple sentence with correct grammar and mechanics in writing and speaking.	With support, use a complete simple sentence with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 6

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.6.40 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies.
- ELA.6.40a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.6.40b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- ELA.6.40c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- ELA.6.40d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.6.41 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.6.41a Interpret figures of speech (e.g., personification) in context.
- ELA.6.41b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- ELA.6.41c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

Alternate Achievement Standards

- ELA.AAS.6.40 Determine the meanings of words.
- ELA.AAS.6.40a Use phrases and context clues to determine the meaning of a word or phrase.
- ELA.AAS.6.40c Use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.6.40d Verify the meaning of a word or phrase by using a dictionary.

ELA.AAS.6.41 Identify the meaning of figurative language in context.

ELA.AAS.6.41a Demonstrate understanding of simple and/or various forms of figurative language.

ELA.AAS.6.41b Identify the relationship between words.

Achievement Elements

Students will be able to determine the meanings of words used in context.

Students will be able to identify relationships between words.

Key Vocabulary

context clue, glossary, figurative language, synonym, antonym, simile, metaphor, idiom

Teaching and Learning Progressions

- Identify resource materials and their purposes.
- Identify common idioms.
- Identify common similes and metaphors.
- Identify common synonyms and antonyms.
- Identify the meaning of words in context.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Identify resources in the school.

Application of Alternate Achievement Standards

- Read text with figurative language and have students use context clues to determine the meaning of the figurative language.
- Read figurative language statements and have students create images to represent the meaning.
- State figurative language and images with both the literal meaning and the figurative language meaning and have students identify which definition is correct for the context.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine the meanings of words and phrases used in context.	Determine the meanings of words used in context.	With support, determine the meanings of words used in context.	Exhibit curiosity about vocabulary.
Use the relationship between words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Identify relationships between words.	With support, identify relationships between words.	Exhibit curiosity about word meanings.

Grade: 7

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- ELA.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Alternate Achievement Standards

- ELA.AAS.7.1 Answer who, what, when, where, and why questions of stories, using textual evidence for support.
- ELA.AAS.7.2 Identify the theme or main idea of a story; provide a simple summary for a story.
- ELA.AAS.7.3 Identify the plot of a story including exposition, conflicts/rising action, climax, falling action, and resolution; describe how the dynamic character changes throughout a story (beginning, middle, and end).

Achievement Elements

Students will be able to identify the main idea or theme, problem, and plot of a story and provide a simple summary of a story.
Students will be able to describe how or why a main character changes throughout a story.

Key Vocabulary

main idea, theme, problem, summary, similarity, difference, character, event, plot, conflict, rising action, climax, falling action, resolution

Teaching and Learning Progressions

- When asked orally, identify the theme of a story.
- When asked orally, identify the main idea of a story.

- Define theme and main idea.
- When asked orally, identify the topic/subject of a sentence.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Using a plot diagram graphic organizer, have students identify each of the story elements.
- Provide students with cards that have the main idea and key details of the story. Have students identify which is the main idea.
- Provide students with a summary statement sentence starter to summarize a story.
- Have students draw images of the characters’ feelings as a story is read to them.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea and how it is conveyed through details; summarize the text.	Identify the main idea or theme, problem, and plot and provide a simple summary of a story.	With support, identify the main idea or theme, problem, and plot and provide a simple summary of a story.	Exhibit curiosity about a text.
Analyze how particular elements of a story or drama interact.	Describe how or why a dynamic character changes throughout a story (beginning, middle, and end).	With support, describe how or why a dynamic character changes throughout a story (beginning, middle, and end).	With support, begin to describe a character in a story.

Grade: 7

Content Area: English Language Arts

Strand: Reading Standards for Literature 5

Objective: Craft and Structure

General Education Standard

ELA.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Alternate Achievement Standard

ELA.AAS.7.6 Identify the point of view of the narrator and other characters within a text.

Achievement Elements

Students will be able to identify the point of view of the narrator and characters within a text.

Key Vocabulary

narrator, point of view

Teaching and Learning Progressions

- Identify the reason why a narrator has a certain point of view.
- Identify the point of view of a narrator in a text.
- Identify the narrator of a text.
- Define point of view.
- Define narrator.
- Identify the author of a story.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.

- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Have students do a shared experience and talk about how it was different for each of them. Then have a discussion about their different experiences as different narrators' points of view.
- Read books with the same story line but from different narrators' points of view. Have a discussion on the differences.
- While reading a story, have students identify who the narrator is.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze how an author develops the points of view of different characters or narrators in a text.	Identify the points of view of the narrator and characters within a text.	With support, identify the points of view of the narrator and characters within a text.	Exhibit curiosity about a text.

Grade: 7

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.7.10 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.7.11 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ELA.7.12 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Alternate Achievement Standards

- ELA.AAS.7.10 Answer who, what, when, where, and why questions of informational text, using textual evidence as support.
- ELA.AAS.7.11 Determine two or more central ideas; provide a summary of the text.
- ELA.AAS.7.12 Identify how individuals, events, or ideas interact in an informational text.

Achievement Elements

Students will be able to determine two or more central ideas and summarize a text.
Students will be able to identify how individuals, events, or ideas interact in an informational text.

Key Vocabulary

who, what, when, where, why, central idea, event, detail, summarize, interact

Teaching and Learning Progressions

- Summarize a text.
- Identify the relationship between two events or ideas in an informational text.
- Identify the main idea of a text.
- Identify the sequence of events, ideas, concepts, or procedures in a text.
- Identify details of events, procedures, ideas, or concepts in a text.
- Answer who, what, when, where, and why questions about a text.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Ask student to create a timeline of events.
- Ask student to compose a one-sentence summary of each section of an informational text.
- Ask student to compose a one- to two-sentence summary of an informational text using sentence starters.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas; provide a summary of the text.	With support, determine two or more central ideas; provide a summary of the text.	Exhibit curiosity about a text.
Analyze the interactions between individuals, events, and ideas in a text.	Identify how individuals, events, or ideas interact in an informational text.	With support, identify how individuals, events, or ideas interact in an informational text.	With support, sequence events on a timeline.

Grade: 7

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standards

- ELA.7.14 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- ELA.7.15 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Alternate Achievement Standards

- ELA.AAS.7.14 Identify the structure (chronology, comparison, problem and solution) of a text or part of an informational text.
- ELA.AAS.7.15 Identify the author’s purpose in an informational text (i.e., to inform, persuade, entertain).

Achievement Elements

Students will be able to identify the text structure of a text or part of an informational text.
Students will be able to identify the author’s purpose of a text.

Key Vocabulary

author’s purpose, inform, persuade, entertain, text structure, chronology, comparison, problem and solution

Teaching and Learning Progressions

- Identify the author’s purpose for writing (to inform, persuade, or entertain).
- Compare the similarities and differences between the same events presented by different authors.
- Identify the point of view of an author.
- Identify the problem and solution, sequence of events, or cause and effect in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.

- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Do a text structure scavenger hunt looking for word or image cues to determine the structure (chronology, comparison, problem and solution).
- Have students look for keywords in a text to identify the purpose of the text (i.e., to inform, persuade, or entertain).
- Provide the class with a topic and, as a class, have students compose a text for each text purpose being studied (i.e., to inform, persuade, or entertain).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze the structure an author uses to organize a text.	Identify the text structure of a text or part of an informational text.	With support, identify the text structure of a text or part of an informational text.	Exhibit curiosity about a text.
Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Identify the author’s purpose of a text.	With support, identify the author’s purpose of a text.	With support, identify the topic of informational text.

Grade: 7

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.7.20 Write arguments to support claims with clear reasons and relevant evidence.
- ELA.7.20a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- ELA.7.20b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- ELA.7.20c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- ELA.7.20d Establish and maintain a formal style.
- ELA.7.20e Provide a concluding statement or section that follows from and supports the argument presented.
- ELA.7.21 Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELA.7.21a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ELA.7.21b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- ELA.7.21c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- ELA.7.21d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ELA.7.21e Establish and maintain a formal style.
- ELA.7.21f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELA.7.22 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- ELA.7.22a Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.
- ELA.7.22b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- ELA.7.22c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- ELA.7.22d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- ELA.W.22e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Alternate Achievement Standards

- ELA.AAS.7.20 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.7.21 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.7.22 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a stated claim with supporting facts or reasons and provide an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic with supporting facts or details and provide a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, explanatory, or narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.

- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Provide graphic organizers to help students organize and compose a narrative or an informative piece.
- Have students create videos to persuade the audience with an argument that is supported by facts.
- Have students compose a narrative about an event in their lives and present it as an illustrated text in a book format.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an argument to support a claim found in a text with clear reasons or evidence and provide an appropriate conclusion.	Compose an argument to support a stated claim with supporting facts or reasons and provide an appropriate conclusion.	With support, compose an argument to support a stated claim with supporting facts or reasons and provide an appropriate conclusion.	With support, compose an opinion statement.
Compose an informative or an explanatory text by examining a topic, conveying ideas and information clearly, and providing a related concluding statement.	Compose an informative or explanatory text by stating a topic with supporting facts or details and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic with supporting facts or details and providing a related conclusion.	With support, compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, with events in an organized sequence that unfolds naturally and with descriptive details, and providing a conclusion that relates to the event sequence.	Compose a narrative by introducing characters, with events in an organized sequence, and providing a conclusion that relates to the event sequence.	With support, compose a narrative by introducing characters, with events in an organized sequence, and providing a conclusion that relates to the event sequence.	With support, compose a simple story.

Grade: 7

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.7.27 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ELA.7.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.7.28a Apply *Grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- ELA.7.28b Apply *Grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims”).

Alternate Achievement Standards

- ELA.AAS.7.27 Gather and classify information that is relevant to a topic and subtopics; paraphrase data and conclusions.
- ELA.AAS.7.28 Draw evidence from a literary or informational text to support a research topic.

Achievement Elements

Students will be able to gather and classify information that is relevant to a topic and paraphrase the information collected.

Key Vocabulary

research, evidence, relevant, classify, paraphrase

Teaching and Learning Progressions

- Identify details that support a topic.
- Identify a detail to a given topic.
- Define evidence and details.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Provide students with resources such as books and magazines and have them sort the resources by topic.
- Provide students with a resource and have them look for the main idea and details and then summarize the information.
- Provide students with resources and have them determine the type of resource (e.g., informational, opinion, narrative).

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Gather relevant information from multiple print and digital sources and quote or paraphrase the information collected without; cite sources.	Gather and classify information that is relevant to a topic; paraphrase the information collected.	With support, gather and classify information that is relevant to a topic; paraphrase the information collected.	Exhibit curiosity about writing and research.

Grade: 7

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

- ELA.7.31 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- ELA.7.32 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Alternate Achievement Standards

- ELA.AAS.7.31 Ask a question or make an on-topic comment regarding a text read aloud or from any other diverse form of media.
- ELA.AAS.7.32 Ask and answer questions about information provided by a speaker.

Achievement Elements

Students will be able to ask a question or make an on-topic comment regarding a text or presented information.
Students will be able to ask and answer questions about information a speaker provides.

Key Vocabulary

evidence, reason, main idea, detail, on-topic comment

Teaching and Learning Progressions

- Ask and answer a speaker who, what, when, where, and why questions about information spoken.
- Identify evidence a speaker provided on specific points.
- Recall information provided by a speaker.

- Use common language to ask for information.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Provide students with the topic of a guest speaker’s presentation and have them create a list of possible questions about the topic before the presentation.
- During a presentation, have the speaker stop occasionally and ask whether anyone has any questions about a specific subtopic that was just presented to provide structure for the questioning.
- Have a speaker ask the audience relevant questions during a presentation.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze the main ideas and supporting details presented in diverse media and formats and explain how they contribute to a topic, a text, or an issue under study.	Ask a question or make an on-topic comment regarding a text or presented information. Ask and answer questions about information a speaker provides.	With support, ask a question or make an on-topic comment regarding a text or presented information. With support, ask and answer questions about information a speaker provides.	Exhibit curiosity about information presented.

Grade: 7

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standards

ELA.7.33 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Alternate Achievement Standards

ELA.AAS.7.33 Present a claim that includes a beginning, middle, and end, and using relevant facts and details.

Achievement Elements

Students will be able to present a claim with a beginning, a middle, and an end, using relevant facts and details.

Key Vocabulary

relevant fact, detail, topic, recall, beginning, middle, end, claim, present (presentation)

Teaching and Learning Progressions

- Tell a story or report on a topic with details.
- Communicate about a familiar activity or topic.
- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Provide students with a general topic and have them compose notes or draw illustrations to help them present the information to an audience.
- Have students present an opinion about a topic to the class, using relevant facts.
- Place students in small groups and have the groups discuss a topic focusing on listening to others' points of view and adding new information as needed.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Present claims and findings with logically sequenced ideas, using pertinent descriptions, facts, and details to support main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present a claim with a beginning, a middle, and an end and include relevant facts and details.	With support, present a claim with a beginning, a middle, and an end and include relevant facts and details.	Exhibit curiosity about language.

Grade: 7

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.7.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.7.36a Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)
- ELA.7.36b Explain the function of phrases and clauses in general and their function in specific sentences.
- ELA.7.36c Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- ELA.7.36d Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- ELA.7.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.7.37a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- ELA.7.37b Spell correctly.

Alternate Achievement Standards

- ELA.AAS.7.36 Demonstrate standard English grammar when communicating.
- ELA.AAS.7.36a Use a complete sentence when asking and answering questions.
- ELA.AAS.7.36b Use conjunctions correctly in sentences.
- ELA.AAS.7.37 Demonstrate understanding of capitalization, punctuation, and spelling when writing.
- ELA.AAS.7.37a Use commas to separate items in a list.

Achievement Elements

Students will be able to use a complete simple sentence with correct grammar and mechanics in writing and speaking.

Key Vocabulary

noun, verb, plural, adjective, punctuation, spelling, complete sentence

Teaching and Learning Progressions

- Identify common plural nouns.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters, numbers, and shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Provide students with a list of items and have them create a sentence using commas between the items.
- Provide students with two related sentences and have students use a conjunction to combine them into one sentence.
- Provide a simple sentence structure (e.g., subject [noun], verb) to students and have them create sentences.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use simple, compound, complex, and compound-complex sentences with correct grammar and mechanics in writing and speaking.	Use a complete simple sentence with correct grammar and mechanics in writing and speaking.	With support, use a complete simple sentence with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 7

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.7.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.
- ELA.7.39a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.7.39b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- ELA.7.39c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- ELA.7.39d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Alternate Achievement Standards

- ELA.AAS.7.39 Determine the meaning of a word or phrase.
- ELA.AAS.7.39a Use context clues to determine the meaning of a word or phrase.
- ELA.AAS.7.39b Identify common affixes and roots as clues to the meaning of a word.
- ELA.AAS.7.39c Demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.7.39d Verify the meaning of a word or phrase using a dictionary.

Achievement Elements

Students will be able to use context clues to determine the meaning of a word or phrase.

Students will be able to use reference materials to find the pronunciation and meaning of a word.

Key Vocabulary

context clue, dictionary, thesaurus, glossary, figurative language, synonym, antonym, simile, metaphor, idiom

Teaching and Learning Progressions

- Identify resource materials and their purposes.
- Identify common idioms.
- Identify common similes and metaphors.
- Identify common synonyms and antonyms.
- Identify the meaning of words in context.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Identify resources in the school.

Application of Alternate Achievement Standards

- Do a book scavenger hunt to find reference materials in a text (e.g., table of contents, glossary, headings).
- When reading a text, find vocabulary words and have students determine the meanings of the words based on text and image clues.
- Create a list of text-related vocabulary words and have students use the glossary or a dictionary to find the meanings of the words before reading the text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine and/or clarify the meanings of unknown words and phrases used in context.	Use context clues to determine the meaning of a word or phrase.	With support, use context clues to determine the meaning of a word or phrase.	Exhibit curiosity about vocabulary.
Consult specialized print and digital reference materials to find the pronunciation of a word, determine and/or clarify its precise meaning, or identify its part of speech.	Use reference materials to find the pronunciation and meaning of a word.	With support, use reference materials to find the pronunciation and meaning of a word.	Exhibit curiosity about word meanings.

Grade: 8

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- ELA.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Alternate Achievement Standards

- ELA.AAS.8.1 Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.
- ELA.AAS.8.2 Determine a theme and identify the connection between the theme and characters or setting in a story; create a summary of a story.
- ELA.AAS.8.3 Identify how aspects of a character are revealed through events in a story.

Achievement Elements

Students will be able to identify the connection between the theme and the characters or setting in a story and create a summary of a story. Students will be able to identify how a character changes through events in a story.

Key Vocabulary

theme, problem, summary, character, event, connection

Teaching and Learning Progressions

- When asked orally, identify a connection between the theme and the characters or setting of a story.
- When asked orally, identify the theme of a story.
- When asked orally, identify the main idea of a story.
- Define theme and main idea.
- When asked orally, identify the topic/subject of a sentence.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when reading a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- As a text is read, have students identify character changes at key events in the text.
- Ask students to create a flowchart of events in a text and then summarize those events into a summary.
- While reading a story, ask students to identify the theme, setting, and characters and describe how the theme connects to the setting and characters.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.	Identify the connection between the theme and the characters or setting in a story; create a summary of a story.	With support, identify the connection between the theme and the characters or setting in a story; create a summary of a story.	Exhibit curiosity about stories.
Analyze how particular lines of dialogue or incidents in a story or drama propel the action.	Identify how a character changes through events in a story.	With support, identify how a character changes through events in a story.	With support, identify characters in a story.

Grade: 8

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Alternate Achievement Standard

ELA.AAS.8.6 Describe the different points of view of different characters in a story; analyze how they create suspense or humor.

Achievement Elements

Students will be able to describe the different points of view of different characters in a story.

Key Vocabulary

point of view, suspense, humor

Teaching and Learning Progressions

- Describe how different points of view create suspense or humor.
- Identify suspense or humor in a story.
- Describe different points of view of characters in a story.
- Identify the reason why a narrator has a certain point of view.
- Identify the narrator of a text.
- Define point of view.
- Define narrator.
- Identify the author of a story.
- Recognize that print is read from left to right.

- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Act out the story with each student taking one character and then discuss how each character’s point of view is different.
- Have students compose a story and then retell the same story from another character’s point of view.
- Read a play and discuss each of the different characters from one of the scenes.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	Describe the different points of view of different characters in a story.	With support, describe the different points of view of different characters in a story.	Exhibit curiosity about stories.

Grade: 8

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.8.10 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.8.11 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- ELA.8.12 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Alternate Achievement Standards

- ELA.AAS.8.10 Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.
- ELA.AAS.8.11 Identify the central idea of an informational text citing supporting ideas; create a summary to an informational text.
- ELA.AAS.8.12 Identify similarities or differences between individuals, ideas, or events in an informational text.

Achievement Elements

Students will be able to identify the central idea of a text and create a summary of the text.

Students will be able to identify similarities or differences between individuals, ideas, or events in a text.

Key Vocabulary

who, what, why, when, where, central idea, event, detail, summary

Teaching and Learning Progressions

- Summarize a text.
- Identify the relationship between two events or ideas in an informational text.
- Identify the main idea/central idea of a text.
- Identify details of events, procedures, ideas, or concepts in a text.
- Answer who, what, and where questions about a text.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.
- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Ask students to create a Venn diagram with similarities and differences between individuals, ideas, or events in a text.
- Ask students to create a timeline of events for a text and discuss how each event influenced another event in the text.
- After reading a text, have students identify the central idea and key details and then create a one-to-two-sentence summary that includes those details.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Identify the central idea of a text; create a summary of the text.	With support, identify the central idea of a text; create a summary of the text.	Exhibit curiosity about a text.
Analyze how a text makes connections and distinctions between individuals, ideas, or events.	Identify similarities or differences between individuals, ideas, or events in a text.	With support, identify similarities or differences between individuals, ideas, or events in a text.	With support, point to pictures when asked questions about a text.

Grade: 8

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standards

- ELA.8.14 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- ELA.8.15 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Alternate Achievement Standards

- ELA.AAS.8.14 Identify the structure (chronology, comparison, problem and solution) of a text or part of an informational text.
- ELA.AAS.8.15 Identify the author's purpose (i.e., to inform, entertain, persuade) in an informational text.

Achievement Elements

Students will be able to identify the text structure of an informational text.
Students will be able to identify the author's purpose of a text.

Key Vocabulary

author's purpose, inform, persuade, entertain, text structure, chronology, comparison, problem and solution

Teaching and Learning Progressions

- Identify the author's purpose for writing (to inform, persuade, or entertain).
- Compare the similarities and differences between the same events presented by different authors.
- Identify the point of view of an author.
- Identify the problem and solution, sequence of events, or cause and effect in a text.
- Recognize that sequence of events, ideas, concepts, or setting are parts in a text.

- Define sequence of events, ideas, concepts, or procedures.
- Use illustrations to “read” a text.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Create a scavenger hunt for text features to identify the structure of a text (e.g., chronology, comparison, problem and solution).
- Create a list of observable structures to determine an author’s purpose. Have students observe the words and images in a text to determine the author’s purpose.
- Provide several texts on the same topic but where the authors have different purposes and have students identify each author’s purpose.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze the structure an author uses to organize a text.	Identify the text structure of an informational text.	With support, identify the text structure of an informational text.	Exhibit curiosity about a text.
Determine an author’s point of view or purpose in a text.	Identify the author’s purpose of a text.	With support, identify the author’s purpose of a text.	With support, point to pictures when asked questions about a text.

Grade: 8

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.8.17 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Alternate Achievement Standard

ELA.AAS.8.17 Identify the argument and claims in an informational text.

Achievement Elements

Students will be able to identify the argument and claims in an informational text.

Key Vocabulary

argument, claim

Teaching and Learning Progressions

- Identify details that support a topic.
- Identify a detail for a given topic.
- Define evidence and details.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Provide students with an informational text and have them highlight the argument in one color and the claims or evidence in another color.
- Provide students a short informational text. Cut the text into individual sentences. Have students identify the central ideas and then sort the claims or details under each central idea.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Evaluate the argument and claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the argument or claims.	Identify the argument and claims in an informational text.	With support, identify the argument and claims in an informational text.	Exhibit curiosity about a text.

Grade: 8

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.8.20 Write arguments to support claims with clear reasons and relevant evidence.
- ELA.8.20a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- ELA.8.20b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- ELA.8.20c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.8.20d Establish and maintain a formal style.
- ELA.8.20e Provide a concluding statement or section that follows from and supports the argument presented.
- ELA.8.21 Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELA.8.21a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ELA.8.21b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- ELA.8.21c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- ELA.8.21d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ELA.8.21e Establish and maintain a formal style.
- ELA.8.21f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELA.8.22 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- ELA.8.22a Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.

- ELA.8.22b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- ELA.8.22c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- ELA.8.22d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- ELA.8.22e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Alternate Achievement Standards

- ELA.AAS.8.20 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.8.21 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.8.22 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a claim by stating the claim with facts or reasons to support the stated claims and providing an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- For a narrative writing, have students compose a timeline of events with a beginning, a middle, and an end.
- Using an outline form graphic organizer, have students state a claim, find details or facts to support the claim, and compose a summary conclusion statement.
- For a narrative writing, have students create a comic strip of the story line with a beginning, a middle, and an end.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an argument to support a claim found in a text with clear reasons or evidence and provide an appropriate conclusion.	Compose an argument to support a stated claim with supporting facts or reasons and provide an appropriate conclusion.	With support, compose an argument to support a stated claim with supporting facts or reasons and provide an appropriate conclusion.	With support, compose a short opinion statement.
Compose an informative or an explanatory text by examining a topic, supporting it with facts or details clearly, and providing a related conclusion.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, adding descriptive details, organizing an event sequence that unfolds naturally, and providing a related conclusion.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a simple story.

Grade: 8

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.8.26 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ELA.8.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.8.28a Apply *Grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- ELA.8.28b Apply *Grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Alternate Achievement Standards

- ELA.AAS.8.26 Ask and answer questions to conduct research on a topic and produce a product.
- ELA.AAS.8.28 Draw evidence from a literary or informational text to support an analysis or research topic.

Achievement Elements

Students will be able to ask and answer questions to conduct research on a topic and produce a product.

Key Vocabulary

research, evidence, relevant, classify, paraphrase, conduct

Teaching and Learning Progressions

- Answer questions about a topic.
- Ask questions about a topic.
- Identify details that support a topic
- Identify a detail for a given topic.
- Define evidence and details.
- Recognize that print is read from left to right.
- Recognize that print carries a message.

Application of Alternate Achievement Standards

- Create a survey and have students ask others the questions on the survey then create a graph or other product to demonstrate their findings.
- Have students interview an expert on a topic with a predetermined list of questions and create a poster to demonstrate their findings.
- Have students choose a topic and conduct research on the topic.
- Have students create a video or digital presentation of a research project.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Conduct short research projects to answer a self-generated question, gathering information from several sources.	Ask and answer questions to conduct research on a topic and produce a product.	With support, ask and answer questions to conduct research on a topic and produce a product.	Exhibit curiosity about writing and research.

Grade: 8

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

- ELA.8.31 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- ELA.8.32 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Alternate Achievement Standards

- ELA.AAS.8.31 Compare and/or contrast different types of diverse media (e.g., video, news, commercial, etc.); evaluate the motive of diverse media or information.
- ELA.AAS.8.32 Ask and answer questions about information provided by a speaker.

Achievement Elements

Students will be able to compare and/or contrast different types of diverse media.

Key Vocabulary

media, compare, contrast, forms/types of media (e.g., social, political, commercial)

Teaching and Learning Progressions

- Compare/contrast the types of media.
- Identify the purpose of the different types of media.
- Identify types of media.
- Ask and answer a speaker with who, what, when, where, and why questions about information spoken.
- Identify evidence a speaker provided on specific points.

- Recall information provided by a speaker.
- Use common language to ask for information.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Exhibit curiosity about a speaker.

Application of Alternate Achievement Standards

- Provide students with several types of media on a single topic and have them create a Venn diagram to compare/contrast the different types.
- Before a speaker’s presentation, provide students with the topic and have students generate a list of possible questions to ask during the presentation.
- During a presentation, have the presenter ask the students questions.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze the purpose of information presented in diverse media and formats.	Compare and/or contrast different types of diverse media.	With support, compare and/or contrast different types of diverse media.	Exhibit curiosity about information presented.

Grade: 8

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Presentation of Knowledge and Ideas

General Education Standard

ELA.8.33 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Alternate Achievement Standard

ELA.AAS.8.33 Present a claim, which includes a beginning, middle, and end, and using relevant facts and details.

Achievement Elements

Students will be able to present a claim with a beginning, a middle, and an end, using relevant facts and details.

Key Vocabulary

relevant fact, detail, topic, recall, beginning, middle, end, claim, present (presentation)

Teaching and Learning Progressions

- Tell a story or report on a topic with a detail.
- Communicate about a familiar activity or topic.
- Answer questions about familiar people, places, and things.
- Speak in short phrases or sentences about familiar people, places, and things.
- Initiate a simple conversation with others.
- Greet others when prompted.
- Convey a message to other people, using words, pictures, or gestures.
- Express a need or want.

Application of Alternate Achievement Standards

- Have students create an outline with a claim and the facts and details about a topic.
- Have students create a timeline of events to support a claim.
- Have students create a visual representation with several images to present a claim and its supporting details, including a beginning, a middle, and an end.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Present claims and findings with logically sequenced ideas, using pertinent descriptions, facts, and details to support main ideas or themes.	Present a claim with a beginning, a middle, and an end, using relevant facts and details.	With support, present a claim with a beginning, a middle, and an end, using relevant facts and details.	Exhibit curiosity about language.

Grade: 8

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.8.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.8.36a Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)
- ELA.8.36b Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- ELA.8.36c Form and use verbs in the active and passive voice.
- ELA.8.36d Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- ELA.8.36e Recognize and correct inappropriate shifts in verb voice and mood.*
- ELA.8.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.8.37a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- ELA.L.8.37b Use an ellipsis to indicate an omission.
- ELA.8.37c Spell correctly.

Alternate Achievement Standards

- ELA.AAS.8.36 Demonstrate standard English grammar when communicating.
- ELA.AAS.8.36a Use a complete sentence with appropriate subject-verb agreement when asking and answering questions.
- ELA.AAS.8.37 Demonstrate understanding of capitalization, punctuation, and spelling when writing.
- ELA.AAS.8.37a Use a period, a question mark, an exclamation point, and commas in a series correctly.

Achievement Elements

Students will be able to use a complete simple sentence with correct grammar and mechanics in writing and speaking.

Key Vocabulary

noun, verb, plural, adjective, punctuation, spelling, complete sentence

Teaching and Learning Progressions

- Identify common plural words.
- Identify verbs.
- Identify adjectives.
- Create a complete sentence.
- Identify and use punctuation.
- Identify the need for a capital letter in names and at the beginning of a sentence.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Recognize first and last names.
- Understand how to blend sounds together to form words.
- Understand that each letter has a corresponding sound.
- Differentiate between lowercase and uppercase letters.
- Differentiate between letters and numbers or shapes.
- Demonstrate a familiarity with the alphabet (e.g., the alphabet song).

Application of Alternate Achievement Standards

- Provide students with sentences to be corrected for capitalization and punctuation.
- Provide a lesson about complete sentences and create a checklist of the elements of a complete sentence. Have students use the checklist to create sentences that have correct structure.
- Read a text with mistakes in grammar and have students identify the mistakes using paddle board-style cards that say “correct” grammar or “not correct.”

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use simple, compound, complex, and compound-complex sentences with correct grammar and mechanics in writing and speaking.	Use a complete simple sentence with correct grammar and mechanics in writing and speaking.	With support, use a complete simple sentence with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 8

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.8.39 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies.
- ELA.8.39a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.8.39b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- ELA.8.39c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- ELA.8.39d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.8.40 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.8.40a Interpret figures of speech (e.g. verbal irony, puns) in context.
- ELA.8.40b Use the relationship between particular words to better understand each of the words.
- ELA.8.40c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

Alternate Achievement Standards

- ELA.AAS.8.39 Identify reference materials (print/digital) and their purposes.
- ELA.AAS.8.39a Use context clues to determine the meaning of a word or phrase.
- ELA.AAS.8.39c Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.8.39d Verify the meaning of a word using a dictionary.
- ELA.AAS.8.40 Determine the meaning of figurative language in context.

ELA.AAS.8.40a Identify the meaning of a simile or metaphor.

ELA.AAS.8.40b Identify the relationship between particular words (e.g., part/whole, item/category).

Achievement Elements

Students will be able to identify reference materials and their purposes and demonstrate using reference materials.

Students will be able to identify the meaning of a simile or metaphor and the relationship between particular words.

Key Vocabulary

reference materials, dictionary, thesaurus, glossary, simile, metaphor, context clue, figurative language, synonym, antonym, idiom

Teaching and Learning Progressions

- Identify resource materials and their purposes.
- Identify common idioms.
- Identify common similes and metaphors.
- Identify common synonyms and antonyms.
- Identify the meaning of words in context.
- Recognize the differences between words with common meanings.
- Identify the opposite of a word.
- Identify uses of common objects in the environment.
- Identify and match general familiar noun words for people, objects, places, and events paired with pictures.
- Recognize common environmental print.
- Identify resources in the school.

Application of Alternate Achievement Standards

- Provide a text with figurative language and have students identify the figurative language statement and use context clues to determine its meaning.
- Provide students with sentences that include similes or metaphors and have students identify the figurative language as a simile or metaphor.
- Provide students with word cards with different whole and part concepts written on the cards (e.g., school [as whole] and the different classes or supplies used in school [as parts]). Have students sort the cards/concepts by categories.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Consult general and specialized reference materials to find the pronunciation of a word, or determine or clarify its precise meaning, or identify its part of speech.	Identify reference materials and their purposes; demonstrate using reference materials.	With support, identify reference materials and their purposes; demonstrate using reference materials.	Exhibit curiosity about vocabulary.
Use the relationship between particular words to better understand each of the words.	Identify the meaning of a simile or metaphor and the relationship between particular words.	With support, identify the meaning of a simile or metaphor and the relationship between particular words.	Exhibit curiosity about word meanings.

Grade: 9

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELA.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Alternate Achievement Standards

- ELA.AAS.9.1 Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.
- ELA.AAS.9.2 Determine a theme or central idea. Identify how the theme develops throughout a text citing specific details; create an objective summary of a story.
- ELA.AAS.9.3 Describe how characters interact and develop in a story.

Achievement Elements

Students will be able to identify how the theme develops throughout a story and create an objective summary of the story.
Students will be able to identify how characters interact and develop in a story.

Key Vocabulary

theme, problem, summary, character, event, connection, plot

Teaching and Learning Progressions

- Use inference when answering who, what, when, where, and why questions.
- Cite evidence when answering who, what, when, where, and why questions.
- Identify how a theme develops throughout a story.
- Identify one theme in a story.
- Summarize a story.
- Describe how characters interact with other characters in a story.
- Describe attributes of characters in a story.
- Summarize a story.
- Identify the problem in a story.
- Identify the setting of a story.
- Identify characters in a story.
- Understand the vocabulary for the different parts of a story (e.g., setting, plot, problem) and identify the parts.
- Identify details of a story.
- Identify the main idea of a story.
- Discuss a story with someone using details.

Application of Alternate Achievement Standards

- Have students create a list of characters in a story and identify which characters are interacting at key events in the story and how the characters change through the story.
- Have students identify the main theme of the story and identify key events that support that theme.
- Create a list of questions for students to answer while reading or listening to a text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea of a story and analyze its development over the course of the story; provide an objective summary of the text.	Identify how the theme develops throughout a story and create an objective summary of the story.	With support, identify how the theme develops throughout a story and create an objective summary of the story.	Exhibit curiosity about a story.
Analyze how complex characters develop over the course of a story, interact with other characters, and advance the plot or develop the theme.	Identify how characters interact and develop in a story.	With support, identify how characters interact and develop in a story.	With support, point to pictures in a story when asked questions.

Grade: 9

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standard

ELA.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Alternate Achievement Standard

ELA.AAS.9.6 Describe the point of view or cultural experience in a story from world literature.

Achievement Elements

Students will be able to describe the point of view or cultural experience in a story.

Key Vocabulary

point of view, cultural experience

Teaching and Learning Progressions

- Describe the point of view or cultural experience in a story.
- Identify a cultural experience in a story.
- Identify the point of view of a story.
- Use evidence to draw simple conclusions about characters, settings, and major events in a story.
- Identify characters, setting, and major events in a story.

Application of Alternate Achievement Standards

- Have students read about different cultures and discuss what the cultural experiences are in the texts.
- Have students read a culturally diverse text and identify the cultural point of view in the text.
- Have students read several culturally diverse texts and then describe how each point of view is different.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze a particular point of view or cultural experience reflected in a work of literature.	Describe the point of view or cultural experience in a story.	With support, describe the point of view or cultural experience in a story.	Exhibit curiosity about stories.

Grade: 9

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.9.10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.9.11 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELA.9.12 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Alternate Achievement Standards

- ELA.AAS.9.10 Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.
- ELA.AAS.9.11 Identify how the main idea develops throughout a text; create an objective summary of an informational text.
- ELA.AAS.9.12 Identify how the author develops a series of ideas or events and/or the connections between the ideas or events in an informational text.

Achievement Elements

Students will be able to identify how the main idea develops throughout a text and create an objective summary of the text.
Students will be able to identify the connections between ideas in a text and how the main idea develops throughout a text.

Key Vocabulary

who, what, why, when, where, main idea, central idea, event, detail, summarize, connection

Teaching and Learning Progressions

- Summarize information in an informational text.
- Support answers with textual evidence.
- Answer who, what, when, where and why questions of an informational text.
- Identify the author’s point of view in an informational text.
- Locate information within an informational text.
- Identify the topic of an informational text.
- Differentiate between fact and opinion.
- Differentiate between books that tell stories and books that provide information.
- Understand that informational text provides information.

Application of Alternate Achievement Standards

- Have students create an outline or timeline of events in the text to determine connections between events.
- Provide students with a main idea and have them underline or highlight evidence that supports the main idea.
- After reading an informational text, have students identify the main idea and key details and use this information to create a summary of the text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Identify how the main idea develops throughout a text; create an objective summary of the text.	With support, identify how the main idea develops throughout a text; create an objective summary of the text.	Exhibit curiosity about a text.
Analyze how a text makes connections between ideas and the main idea.	Identify the connections between the ideas and how the main idea develops throughout a text.	With support, identify the connections between ideas in a text and how the main idea develops throughout a text.	With support, point to pictures when asked questions about a text.

Grade: 9

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standards

- ELA.9.14 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.9.15 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Alternate Achievement Standards

- ELA.AAS.9.14 Analyze how the author’s ideas or claims are developed in an informational text.
- ELA.AAS.9.15 Identify the author’s point of view and purpose in an informational text.

Achievement Elements

Students will be able to identify how ideas or claims are developed in an informational text.

Students will be able to identify the author’s point of view and purpose in an informational text.

Key Vocabulary

point of view, claim

Teaching and Learning Progressions

- Identify the point of view of an author.
- Identify the purpose of an informational text (e.g., to inform, to entertain, or to provide steps).
- Understand what point of view and purpose mean.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.

- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Provide students with an informational text and have them highlight the main idea in one color and the details or facts to back it up in another. Then have students look at how the idea is developed throughout the text.
- Have students create an outline of a text to identify how the main ideas and details are organized.
- In an informational text, have students find the statements that point to the author’s purpose/point of view.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Identify how ideas or claims are developed in a text.	With support, identify how ideas or claims are developed in a text.	Exhibit curiosity about a text.
Determine an author’s point of view or purpose in a text and analyze how an author uses reasons and evidence to advance that point of view or purpose.	Identify the author’s point of view and purpose in a text.	With support, identify the author’s point of view and purpose in a text.	With support, point to pictures and/or print when asked questions about a text.

Grade: 9

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standards

- ELA.9.17 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- ELA.9.18 Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. (Alabama)

Alternate Achievement Standards

- ELA.AAS.9.17 Identify the argument and/or claims in an informational text; evaluate whether information is true and necessary.
- ELA.AAS.9.18 Identify themes and concepts in a modified or partial European document of historical significance.

Achievement Elements

Students will be able to identify the argument and/or claims in a text and determine whether information is true or necessary.
Students will be able to identify themes and concepts in a modified or partial European document of historical significance.

Key Vocabulary

argument, claim, modified, partial, European document, historical significance, true, false

Teaching and Learning Progressions

- Identify the point of view of an author.
- Identify the purpose of an informational text (e.g., to inform, to entertain, or to provide steps).
- Understand what point of view and purpose mean.
- Identify the connections between ideas or events in an informational text.

- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Provide students with note cards that have relevant and non-relevant information on a topic. Then have students sort through the cards to separate necessary information from unnecessary information.
- Provide students with a European document of historical significance and have them identify the theme. Provide students with guidelines about where this information is typically located in a text and explain the difference between theme and a detail/fact.
- Using the same European document, provide students with note cards that have true and false claims about the document. Then have students sort through the cards to separate true claims from false claims.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and whether the evidence is relevant and sufficient.	Identify the argument and/or claims in a text; determine whether information is true or necessary.	With support, identify the argument and/or claims in a text; determine whether information is true or necessary.	Exhibit curiosity about a text.
Analyze seminal European documents of historical significance, including how they address related themes and concepts.	Identify themes and concepts in a modified or partial European document of historical significance.	With support, identify themes and concepts in a modified or partial European document of historical significance.	With support, point to pictures and/or print when asked questions about a text.

Grade: 9

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.9.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.9.20a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.9.20b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- ELA.9.20c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.9.20d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ELA.9.20e Provide a concluding statement or section that follows from and supports the argument presented.
- ELA.9.21 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.9.21a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- ELA.9.21b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- ELA.9.21c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.9.21d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ELA.9.21e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- ELA.9.21f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.9.22 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.9.22a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.
- ELA.9.22b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.9.22c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.9.22d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.9.22e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Alternate Achievement Standards

- ELA.AAS.9.20 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.9.21 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.9.22 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a claim by stating the claim with facts or reasons to support the stated claim and providing an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students use a graphic organizer to state a claim and document details and facts to support the claim. Then have students write an informational text, using technology to produce a final product.
- Prior to writing a narrative, have students create a storyboard with characters, setting, and plot. Have students use digital resources to create their narrative with illustrations and text.
- Provide students with a topic for an argument. Have students work in teams on each side of the argument to debate the topic, using facts to back up their claims.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an argument to support a claim found in a text with clear reasons or evidence and provide an appropriate conclusion.	Compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	With support, compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	Begin to compose a short opinion statement.
Compose an informative or an explanatory text by examining a topic, conveying ideas and information clearly, and providing a related concluding statement.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Begin to compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, adding descriptive details, organizing an event sequence that unfolds naturally, and providing a related conclusion.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to compose a simple story.

Grade: 9

Content Area: English Language Art

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.9.26 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.9.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.9.28a *Apply Grade 9 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).*
- ELA.9.28b *Apply Grade 9 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).*

Alternate Achievement Standards

- ELA.AAS.9.26 Ask and answer questions about a research topic, including the use of two sources.
- ELA.AAS.9.28 Draw evidence from a literary or informational text to support an analysis or research topic.

Achievement Elements

Students will be able to ask and answer questions to conduct research on a topic and produce a product.

Key Vocabulary

research, evidence, relevant, classify, paraphrase, conduct

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students choose a topic and find at least two resources on the topic. Have students create a list of questions prior to research to help guide their reading. Have students answer their list of questions and find any additional information on the topic as they are researching.
- Provide students a text on a topic and a main idea to find evidence to support. Have students read the text and locate the details/facts that will support the main idea given to them.
- Have students locate several different types of resources such as books, magazines, and online resources to find evidence for an informational topic.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Conduct short research projects to answer a self-generated question, gathering information from several sources.	Ask and answer questions to conduct research on a topic and produce a product.	With support, ask and answer questions to conduct research on a topic and produce a product.	Exhibit curiosity about writing and research.

Grade: 9

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standard

ELA.9.32 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Alternate Achievement Standard

ELA.AAS.9.32 Identify a speaker’s point of view; identify evidence used to support the point of view of the speaker.

Achievement Elements

Students will be able to identify a speaker’s point of view and identify evidence that supports that point of view.

Key Vocabulary

point of view, evidence

Teaching and Learning Progressions

- Identify a speaker’s point of view and evidence that supports that point of view.
- Identify a speaker’s point of view.
- Identify the key ideas of a simple speech.
- Recognize the difference between a fact and an opinion.
- Listen for information.

Application of Alternate Achievement Standards

- As a speaker is presenting, have students identify the main topic and the supporting details about the topic.
- Provide students with the topic before a presentation and have them identify evidence that supports the topic.
- Provide students with the topic prior to a presentation and have them identify the speaker's point of view on the topic.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Evaluate a speaker's point of view, reasoning, and use of evidence and identify any fallacious reasoning or exaggerated or distorted evidence.	Identify a speaker's point of view and identify evidence to support the speaker's point of view.	With support, identify a speaker's point of view and identify evidence to support the speaker's point of view.	Exhibit curiosity about information presented.

Grade: 9

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

- ELA.9.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.9.36a Apply rules of subject-verb agreement when the subject has compound parts joined by *or* with the second element as singular or plural. (Alabama)
- ELA.9.36b Apply rules of subject-verb agreement with the subjunctive mood. (Alabama)
- ELA.9.36c Use parallel structure.*
- ELA.9.36d Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ELA.9.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.9.37a Use commas correctly with non-essential appositives. (Alabama)
- ELA.9.37b Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- ELA.9.37c Use a colon to introduce a list or quotation.
- ELA.9.37d Spell correctly.

Alternate Achievement Standards

- ELA.AAS.9.36 Demonstrate standard English grammar when communicating.
- ELA.AAS.9.36a Use a complete sentence with appropriate subject-verb agreement when asking and answering questions.
- ELA.AAS.9.36b Use correct subject-verb agreement.
- ELA.AAS.9.37 Demonstrate understanding of capitalization, punctuation, and spelling when writing.
- ELA.AAS.9.37a Use commas in a series correctly.
- ELA.AAS.9.37c Use a colon to introduce a list.

Achievement Elements

Students will be able to use complete sentences with correct grammar and mechanics in writing and speaking.

Key Vocabulary

adjective, adverb, colon, conjunction, interjection, noun, plural, preposition, pronoun, punctuation, spelling, verb, complete sentence, subject-verb agreement

Teaching and Learning Progressions

- Identify whether a sentence is complete, a fragment, or a run-on.
- Identify the difference between a complete sentence and a fragment or run-on.
- Identify the parts of a sentence (eight parts of speech).
- Use standard spelling when writing.
- Correctly capitalize the first word in a sentence, the pronoun I, proper names, days of the week, months, holidays, countries, languages, and the first letter of a direct quote.
- Understand the different types of punctuation and their meanings.
- Write words with beginning, middle, and end sounds and correctly spell some high-frequency words.
- Understand how to write words together to form sentences.
- Understand how to put spaces between words and use punctuation.
- Use capital letters in common proper nouns.
- Capitalize the first letter of their last name.
- Capitalize the first letter of their first name.

Application of Alternate Achievement Standards

- Provide students with sentences that have both correct and incorrect subject-verb agreement and have them identify which are correct and explain why.
- Provide students with sentences that include and do not include a list. Have students identify which sentences include a list and correctly use a colon in the sentence.
- Provide students with a writer's checklist to include spelling, capitalization, and punctuation guidelines. Have students compose a piece, using the writer's checklist to apply correct English grammar and mechanics.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use simple, compound, complex, and compound-complex sentences with correct grammar and mechanics in writing and speaking.	Use complete sentences with correct grammar and mechanics in writing and speaking.	With support, use complete sentences with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 9

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.9.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 9 reading and content*, choosing flexibly from a range of strategies.
- ELA.9.39a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.9.39b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- ELA.9.39c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.9.39d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.9.40 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.9.40a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.9.40 Analyze nuances in the meaning of words with similar denotations.

Alternate Achievement Standards

- ELA.AAS.9.39 Identify the meaning of an unknown word or phrase.
- ELA.AAS.9.39a Use context clues to determine the meaning of a word or phrase that may have multiple meanings.
- ELA.AAS.9.39c Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.9.39d Verify the meaning of a word using a dictionary.
- ELA. AAS.9.40 Determine the meaning of figurative language in context.
- ELA.AAS.9.40a Identify the meaning of a simile or metaphor used in a text.

Achievement Elements

Students will be able to identify reference materials and their purposes and demonstrate using reference materials.

Students will be able to identify the meaning of a simile or a metaphor and the relationship between particular words.

Key Vocabulary

reference material, dictionary, thesaurus, glossary, simile, metaphor, context clue, figurative language, synonym, antonym, idiom

Teaching and Learning Progressions

- Identify print and digital reference materials and their purposes.
- Recognize that print/digital reference materials convey information.
- Determine the meaning of figurative language, a simile, and a metaphor in text.
- Recognize multiple-meaning words.
- Recognize homonyms.
- Identify common word parts in words.

Application of Alternate Achievement Standards

- Provide students a variety of reference materials and have them identify each type of reference material and how it can be used.
- Provide students with text that includes similes and metaphors. Have them identify whether each example is a simile or a metaphor and use context clues to find the meaning of a word.
- Provide students with a list of vocabulary words from a text and have them use a glossary or a dictionary to find their meanings.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues and reference materials to determine the meaning of unknown, multiple-meaning words and phrases used in context.	Identify reference materials and their purposes; demonstrate using reference materials.	With support, identify reference materials and their purposes; demonstrate using reference materials.	Exhibit curiosity about vocabulary.
Use the relationship between particular words to better understand each of the words.	Identify the meaning of a simile or a metaphor and the relationship between particular words.	With support, identify the meaning of a simile or a metaphor and the relationship between particular words.	Exhibit curiosity about word meanings.

Grade: 10

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELA.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Alternate Achievement Standards

- ELA.AAS.10.1 Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.
- ELA.AAS.10.2 Determine a theme and identify how the theme develops throughout a text, citing specific details; create an objective summary of a story.
- ELA.AAS.10.3 Describe how characters interact and develop in a story.

Achievement Elements

Students will be able to determine a theme and identify how the theme develops throughout a story and create an objective summary of the story.

Students will be able to describe how characters interact and develop in a story.

Key Vocabulary

theme, problem, summary, character, event, connection, plot, interact

Teaching and Learning Progressions

- Use inference when answering who, what, when, where, and why questions.
- Cite evidence when answering who, what, when, where, and why questions.
- Determine a theme of a story.
- Identify how a theme develops throughout a story.
- Identify one theme in a story.
- Summarize a story.
- Describe how characters interact with other characters in a story.
- Describe attributes of characters in a story.
- Summarize a story.
- Identify the problem in a story.
- Identify the setting of a story.
- Identify characters in a story.
- Understand the vocabulary for the different parts of a story (e.g., setting, plot, problem) and identify the parts.
- Identify details of a story.
- Identify the main idea of a story.
- Discuss a story with someone using details.

Application of Alternate Achievement Standards

- Have students create a list of characters in a story and identify which characters are interacting at key events in the story.
- Have students determine the main theme of the story and identify key events that support that theme.
- Have students create a list of questions for students to answer while reading or listening to a text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea of a story and analyze its development over the course of the story; create an objective summary of the text.	Determine a theme and identify how the theme develops throughout a story; create an objective summary of the story.	With support, determine a theme and identify how the theme develops throughout a story; create an objective summary of the story.	Exhibit curiosity about a story.
Analyze how complex characters develop over the course of a story, interact with other characters, and advance the plot or develop the theme.	Identify how characters interact and develop in a story.	With support, identify how characters interact and develop in a story.	With support, point to pictures in a story when asked questions.

Grade: 10

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standards

ELA.10.6 Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature.

Alternate Achievement Standard

ELA.AAS.10.6 Describe the point of view or cultural experience reflected in a work of early American literature to 1900.

Achievement Elements

Students will be able to describe the point of view or cultural experience reflected in a work of early American literature to 1900.

Key Vocabulary

point of view, cultural experiences, American literature

Teaching and Learning Progressions

- Describe the point of view or cultural experience in a story.
- Identify a cultural experience in a story.
- Identify the point of view of a story.
- Use evidence to draw simple conclusions about characters, settings, and major events in a story.
- Identify characters, setting, and major events in a story.

Application of Alternate Achievement Standards

- Have students read about different cultures and discuss what the cultural experiences are in the texts.
- Have students read a culturally diverse text and identify the cultural point of view in the text.
- Have students read several culturally diverse texts and then describe how each point of view is different.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900.	Describe the point of view or cultural experience reflected in a work of early American literature to 1900.	With support, describe the point of view or cultural experience reflected in a work of early American literature to 1900.	Exhibit curiosity about stories.

Grade: 10

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.10.10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA.10.11 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELA.10.12 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Alternate Achievement Standards

- ELA.AAS.10.10 Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.
- ELA.AAS.10.11 Identify how the main idea develops throughout a text; create an objective summary of an informational text.
- ELA.AAS.10.12 Identify how the author develops a series of ideas or events and/or the connections between the ideas or events in an informational text.

Achievement Elements

Students will be able to identify how the main idea develops throughout a text and create an objective summary of the text.
Students will be able to identify the connections between ideas in a text and how the main idea develops throughout a text.

Key Vocabulary

who, what, when, where, why, main idea, central idea, event, detail, summarize, connection

Teaching and Learning Progressions

- Summarize information in an informational text.
- Support answers with textual evidence.
- Answer who, what, where, when, and why questions of an informational text.
- Identify the author’s point of view in an informational text.
- Locate information within an informational text.
- Identify the topic of an informational text.
- Differentiate between fact and opinion.
- Differentiate between books that tell stories and books that provide information.
- Understand that informational text provides information.

Application of Alternate Achievement Standards

- Have students create an outline or timeline of events in the text to determine connections between events.
- Provide students with a main idea and have them underline or highlight evidence that supports the main idea.
- After reading an informational text, have students identify the main idea and key details and use this information to create a summary of the text.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Identify how the main idea develops throughout a text; create an objective summary of the text.	With support, identify how the main idea develops throughout a text; create an objective summary of the text.	Exhibit curiosity about a text.
Analyze how a text makes connections between ideas and the main idea.	Identify the connections between the ideas and how the main idea develops throughout the text.	With support, identify the connections between the ideas and how the main idea develops throughout the text.	With support, point to pictures when asked questions about a text.

Grade: 10

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standards

- ELA.10.14 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELA.10.15 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Alternate Achievement Standards

- ELA.AAS.10.14 Analyze how the author’s ideas or claims are developed in an informational text.
- ELA.AAS.10.15 Identify the author’s point of view and purpose in an informational text.

Achievement Elements

Students will be able to analyze how the author’s ideas or claims are developed in an informational text.
Students will be able to identify the author’s point of view and purpose in an informational text.

Key Vocabulary

point of view, claim

Teaching and Learning Progressions

- Identify the point of view of an author.
- Identify the purpose of an informational text (e.g., to inform, to entertain, or to provide steps).
- Understand what point of view and purpose mean.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.

- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Provide students with an informational text and have them highlight the main idea in one color and the details or facts to back it up in another color. Then have students look at how the idea is developed throughout the text.
- Have students create an outline of a text to identify how the main ideas and details are organized.
- In an informational text, have students find the statements that point to the author’s purpose/point of view.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze how an author’s ideas or claims are developed in an informational text.	With support, analyze how an author’s ideas or claims are developed in an informational text.	Exhibit curiosity about a text.
Determine an author’s point of view or purpose in a text and analyze how the author uses reasoning and evidence to advance that point of view or purpose.	Identify an author’s point of view and purpose in a text.	With support, identify an author’s point of view and purpose in a text.	With support, point to pictures and/or print when asked questions about a text.

Grade: 10

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standards

- ELA.10.17 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- ELA.10.18 Analyze seminal United States documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address), including how they address related themes and concepts.

Alternate Achievement Standards

- ELA.AAS.10.17 Identify the argument and/or claims in an informational text; evaluate whether information is true and necessary.
- ELA.AAS.10.18 Identify themes and concepts in a modified or partial United States document of historical significance.

Achievement Elements

Students will be able to identify the argument and/or claims in a text and determine whether information is true or necessary. Students will be able to identify themes and concepts in a modified or partial United States document of historical significance.

Key Vocabulary

argument, claim, modified, partial, United States document, historical significance, true, false

Teaching and Learning Progressions

- Identify the point of view of an author.
- Identify the purpose of an informational text (e.g., to inform, to entertain, or to provide steps).
- Understand what point of view and purpose mean.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.

- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Provide students with note cards that have relevant and non-relevant information on a topic. Then have them sort through the cards to separate necessary information from unnecessary information.
- Provide students with a United States document of historical significance and have them identify the theme. Provide students with guidelines about where this information is typically located in a text and explain the difference between theme and a detail/fact.
- Using the same United States document, provide students with note cards that have true and false claims about the document. Then have students sort through the cards to separate true claims from false claims.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	Identify the argument and/or claims in a text; determine whether information is true or necessary.	With support, identify the argument and/or claims in a text; determine whether information is true or necessary.	Exhibit curiosity about a text.
Analyze modified or partial United States documents of historical significance, including how they address related themes and concepts.	Identify themes and concepts in a modified or partial United States document of historical significance.	With support, identify themes and concepts in a modified or partial United States document of historical significance.	With support, point to pictures and/or print when asked questions about a text.

Grade: 10

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.10.21 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.10.21a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ELA.10.21b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- ELA.10.21c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.10.21d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ELA.10.21e Provide a concluding statement or section that follows from and supports the argument presented.
- ELA.10.22 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.10.22a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- ELA.10.22b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- ELA.10.22c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.10.22d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- ELA.10.22e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- ELA.10.22f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.10.23 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.10.23a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.
- ELA.10.23b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.10.23c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- ELA.10.23d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.10.23e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Alternate Achievement Standards

- ELA.AAS.10.21 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.10.22 Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
- ELA.AAS.10.23 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a claim by stating the claim, providing facts or reasons to support the stated claim, and providing an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students use a graphic organizer to state a claim and document details and facts to support the claim. Then have students write an informational text, using technology to produce a final product.
- Prior to writing a narrative, have students create a storyboard with characters, setting, and plot. Have students use a digital resource to create their narratives with illustrations and text.
- Provide students with a topic for an argument. Have the students work in teams on each side of the argument to debate the topic, using facts to back up their claims.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an argument to support a claim found in a text with clear reasons or evidence and provide an appropriate conclusion.	Compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	With support, compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	Begin to compose a short opinion statement.
Compose an informative or an explanatory text by examining a topic, conveying ideas and information clearly, and providing a related concluding statement.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Begin to compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, adding descriptive details, organizing an event sequence that unfolds naturally, and providing a related conclusion.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to compose a simple story.

Grade: 10

Content Area: English Language Art

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.10.27 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELA.10.29 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.10.29a *Apply Grade 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).*
- ELA.10.29b *Apply Grade 10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).*

Alternate Achievement Standards

- ELA.AAS.10.27 Ask and answer questions about a research topic, including the use of two sources.
- ELA.AAS.10.29 Draw evidence from a literary or informational text to support an analysis or research topic.

Achievement Elements

Students will be able to ask and answer questions to conduct research on a topic and produce a product.

Key Vocabulary

research, evidence, relevant, classify, paraphrase, conduct

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students choose a topic and find at least two resources on the topic. Have students create a list of questions prior to research to help guide their reading. Have students answer their list of questions and find any additional new information on the topic as they are researching.
- Provide students a text on a topic and a main idea to find evidence to support. Have students read and locate the details/facts that will support the main idea given to them.
- Have students locate several different types of resources such as books, magazines, and online resources to find evidence for an informational topic.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Conduct short research projects to answer a self-generated question, gathering information from several sources.	Ask and answer questions to conduct research on a topic and produce a product.	With support, ask and answer questions to conduct research on a topic and produce a product.	Exhibit curiosity about writing and research.

Grade: 10

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standard

ELA.10.33 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Alternate Achievement Standard

ELA.AAS.10.33 Identify a speaker’s point of view; identify evidence used to support the point of view of the speaker; identify what is not true or exaggerated evidence.

Achievement Elements

Students will be able to identify a speaker’s point of view and evidence that supports that point of view; and identify evidence that is not true or exaggerated.

Key Vocabulary

point of view, evidence, exaggerated

Teaching and Learning Progressions

- Identify a speaker’s point of view and evidence that supports that point of view.
- Identify a speaker’s point of view.
- Identify the key ideas of a simple speech.
- Recognize the difference between a fact and an opinion.
- Listen for information.

Application of Alternate Achievement Standards

- As a speaker is presenting, have students identify the main topic and the supporting details about the topic.
- Provide students with the topic before a presentation and have them identify evidence that supports the topic during the presentation.
- Provide students with the topic prior to a presentation and have them identify the speaker's point of view on the topic during the presentation.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Evaluate a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning or exaggerated or distorted evidence.	Identify a speaker's point of view and evidence that supports that point of view; identify evidence that is not true or exaggerated.	With support, identify a speaker's point of view and evidence that supports that point of view; identify evidence that is not true or exaggerated.	Exhibit curiosity about information presented.

Grade: 10

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

ELA.10.37 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELA.10.37a Use parallel structure.*

ELA.10.37b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELA.10.37c Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)

ELA.10.38 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELA.10.38a Use commas correctly with non-essential appositives. (Alabama)

ELA.10.38b Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

ELA.10.38c Use a colon to introduce a list or quotation.

ELA. 10.38d Spell correctly.

Alternate Achievement Standards

ELA.AAS.10.37 Demonstrate standard English grammar and usage when communicating.

ELA.AAS.10.37c Use a complete sentence with appropriate grammar and usage when asking and answering questions.

ELA.AAS.10.37c Use correct subject-verb agreement.

ELA.AAS.10.38 Demonstrate understanding of capitalization, punctuation, and spelling when writing.

ELA.AAS.10.38a Use commas correctly

ELA.AAS.10.38c Use a colon to introduce a list.

ELA.AAS.10.38d Spell correctly.

Achievement Elements

Students will be able to use complete sentences with correct grammar and mechanics in writing and speaking.

Key Vocabulary

adjective, adverb, colon, conjunction, interjection, noun, plural, preposition, pronoun, punctuation, spelling, verb, complete sentence, subject-verb agreement

Teaching and Learning Progressions

- Identify whether a sentence is complete, a fragment, or a run-on.
- Identify the difference between a complete sentence and a fragment or run-on.
- Identify the parts of a sentence (eight parts of speech).
- Use standard spelling when writing.
- Correctly capitalize the first word in a sentence, the pronoun I, proper names, days of the week, months, holidays, countries, languages, and first letter of a direct quote.
- Understand the different types of punctuation and their meanings.
- Write words with beginning, middle, and end sounds and correctly spell some high-frequency words.
- Understand how to put spaces between words and use punctuation.
- Understand how to write words together to form sentences.
- Understand how to put spaces between words and punctuation.
- Use capital letters in common proper nouns.
- Capitalize the first letter of their last name.
- Capitalize the first letter of their first name.

Application of Alternate Achievement Standards

- Provide students with sentences with both correct and incorrect subject-verb agreement and have them identify which are correct.
- Provide students with sentences that include and do not include a list. Have students identify which sentences include a list and correctly use a colon in those sentences.

- Provide students with a writer’s checklist to include spelling, capitalization, and punctuation guidelines. Have students compose a piece, using the writer’s checklist to apply correct English grammar and mechanics.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use simple, compound, complex, and compound-complex sentences with correct grammar and mechanics in writing and speaking.	Use complete sentences with correct grammar and mechanics in writing and speaking.	With support, use complete sentences with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 10

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.10.40 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, choosing flexibly from a range of strategies.
- ELA.10.40a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.10.40b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- ELA.10.40c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- ELA.10.40d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.10.41 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.10.41a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- ELA.10.41b Analyze nuances in the meaning of words with similar denotations.

Alternate Achievement Standards

- ELA.AAS.10.40 Identify the meaning of an unknown word or phrase.
- ELA.AAS.10.40a Use context clues to determine the meaning of a word or phrase that may have multiple meanings.
- ELA.AAS.10.40c Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.10.40d Verify the meaning of a word using a dictionary.
- ELA.AAS.10.41 Determine the meaning of figurative language in context.
- ELA.AAS.10.41a Identify the meaning of a simile or metaphor used in a text.

Achievement Elements

Students will be able to identify reference materials and their purposes and demonstrate using reference materials.

Students will be able to determine the meaning of figurative language in context.

Key Vocabulary

reference material, dictionary, thesaurus, glossary, simile, metaphor, context clue, figurative language, synonym, antonym, idiom

Teaching and Learning Progressions

- Identify print and digital reference materials and their purposes.
- Recognize that print/digital reference materials convey information.
- Determine the meaning of figurative language, a simile, and a metaphor in text.
- Recognize multiple-meaning words.
- Recognize homonyms.
- Identify common word parts in words.

Application of Alternate Achievement Standards

- Provide students a variety of reference materials and have them identify each type of reference material and how it can be used.
- Provide students with text that includes similes and metaphors. Have them identify whether each example is a simile or a metaphor and use context clues to find the meaning of the word.
- Provide students with a list of vocabulary words from a text and have them use a glossary or a dictionary to find their meanings.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine the meaning of unknown, multiple-meaning words; demonstrate using reference materials.	Identify reference materials and their purposes; demonstrate using reference materials.	With support, identify reference materials and their purposes; demonstrate using reference materials.	Exhibit curiosity about vocabulary.
Use the relationship between particular words to better understand each of the words.	Determine the meaning of figurative language in context.	With support, determine the meaning of figurative language in context.	Exhibit curiosity about word meanings.

Grade: 11

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELA.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELA.11.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Alternate Achievement Standards

- ELA.AAS.11.1 Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.
- ELA.AAS.11.2 Identify how two themes develop throughout a text; create an objective summary of a story.
- ELA.AAS.11.3 Describe how characters interact and develop in a story; identify the setting of a story; identify the problem in a story.

Achievement Elements

Students will be able to identify how the theme develops throughout the story and create an objective summary of the story.
Students will be able to identify how characters interact and develop in the story and identify the setting and problem in the story.

Key Vocabulary

theme, problem, summary, character, event, connection, plot

Teaching and Learning Progressions

- Use inference when answering who, what, when, where, and why questions.
- Cite evidence when answering who, what, when, where, and why questions.
- Identify how a theme develops throughout a story.
- Identify one theme in a story.
- Summarize a story.
- Describe how characters interact with other characters in a story.
- Describe attributes of characters in a story.
- Summarize a story.
- Identify the problem in a story.
- Identify the setting of a story.
- Identify characters in a story.
- Understand the vocabulary for the different parts of a story (e.g., setting, plot, problem).
- Identify details of a story.
- Identify the main idea of a story.
- Discuss a story with someone using details.

Application of Alternate Achievement Standards

- Have students identify the main theme of the story and identify key events that support that theme.
- Have students create a list of questions for students to answer while reading or listening to a story
- Have students create a list of characters in a story and identify which characters are interacting at key events in the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea of a story and analyze its development over the course of the text; provide an objective summary of the story.	Identify how the theme develops throughout the story; create an objective summary of the story.	With support, identify how the theme develops throughout the story; create an objective summary of the story.	Exhibit curiosity about a story.
Analyze how complex characters develop over the course of the story, interact with other characters, and advance the plot or develop the theme.	Identify how characters interact and develop in the story; identify the setting and problem in the story.	With support, identify how characters interact and develop in the story; identify the setting and problem in the story.	With support, point to pictures in a story when asked questions.

Grade: 11

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Craft and Structure

General Education Standards

- ELA.11.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ELA.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Alternate Achievement Standards

- ELA.AAS.11.5 Describe how the sequence of events contributes to the tension, mystery, or surprise in a story.
- ELA.AAS.11.7 Read or listen to different interpretations of a story, drama, or poem analyzing the various interpretations.

Achievement Elements

Students will be able to describe how the sequence of events creates tension, mystery, or surprise in a story.

Key Vocabulary

sequence of events, tension, mystery, surprise

Teaching and Learning Progressions

- Describe how the sequence of events creates tension, mystery, or surprise in a story.
- Identify tension, mystery, or surprise in a story.
- Understand tension, mystery, and surprise as related to a story.
- Identify events of a story in sequence.

- Identify details in a story.
- Identify the main idea and supporting details in a story.
- Read for details.

Application of Alternate Achievement Standards

- Have students create a timeline of events in a story and have students identify which events include a surprise, create tension, or have mystery.
- Have students sequence events in a story and identify where in the story the tension is building.
- Have students create a plot diagram of the story to identify the key elements, including the climax or tension in the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze how the sequence of events creates tension, mystery, or surprise in a story.	Describe how the sequence of events creates tension, mystery, or surprise in a story.	With support, describe how the sequence of events creates tension, mystery, or surprise in a story.	Exhibit curiosity about a story.

Grade: 11

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.11.10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELA.11.11 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELA.11.12 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Alternate Achievement Standards

- ELA.AAS.11.10 Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.
- ELA.AAS.11.11 Identify two central ideas of an informational text; create an objective summary of an informational text.
- ELA.AAS.11.12 Identify the connections between the ideas or events in an informational text.

Achievement Elements

Students will be able to identify how the main idea develops throughout a text and create an objective summary of the text. Students will be able to identify the connections between ideas in a text and how the main idea develops throughout a text.

Key Vocabulary

who, what, when, where, why, main idea, central idea, event, detail, summarize, connection, evidence, inference

Teaching and Learning Progressions

- Use inference when answering who, what, when, where, and why questions in an informational text.
- Cite evidence when answering who, what, when, where, and why questions.
- Identify the central idea in an informational text.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Have students identify the central idea of a provided text after instruction on where the central ideas are typically located.
- Have students create a timeline of events in an informational text, make connections between the events, and describe how they are connected.
- Have students create a diagram to compare text events and show how they are related.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Identify how the main idea develops throughout a text; create an objective summary of the text.	With support, identify how the main idea develops throughout a text; create an objective summary of the text.	Exhibit curiosity about a text.
Analyze how a text makes connections between ideas and the main idea.	Identify the connections between the ideas and how the main idea develops throughout the text.	With support, identify the connections between ideas in a text and how the main idea develops throughout the text.	With support, point to pictures when asked questions about a text.

Grade: 11

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standard

ELA.11.15 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Alternate Achievement Standard

ELA.AAS.11.15 Determine the author’s point of view and identify parts of the text that helped explain the point of view.

Achievement Elements

Students will be able to determine the author’s point of view and identify parts of the text that explain the point of view.

Key Vocabulary

point of view, purpose of writing

Teaching and Learning Progressions

- Identify the point of view of an author.
- Identify the purpose of an informational text (e.g., to inform, to entertain, to provide steps).
- Understand what point of view and purpose mean.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Have students distinguish between what an author’s purpose is and what the author’s perspective is in a given text.
- Have students use a newspaper or magazine article to identify an author’s point of view.
- Have students identify examples in a text that state the author’s purpose.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine an author’s point of view in a text and analyze how an author uses evidence to advance that point of view.	Determine the author’s point of view and identify parts of the text that explain the point of view.	With support, determine the author’s point of view and identify parts of the text that explain the point of view.	Exhibit curiosity about a text.

Grade: 11

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.11.16 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Alternate Achievement Standard

ELA.AAS.11.16 Identify and use multiple sources of information to answer a question or solve a problem.

Achievement Elements

Students will be able to identify and use multiple sources of information to answer a question or solve a problem.

Key Vocabulary

modified, partial, true, false, source

Teaching and Learning Progressions

- Identify the theme of an informational text.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- When provided a modified or partial document or informational source, students will highlight the main concepts in the document.
- When provided a modified or partial document or informational source, students will use a graphic organizer to identify details in a text.
- When provided a modified or partial document or informational source, students will create a poster to demonstrate their understanding of the document or source.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem.	Identify and use multiple sources of information to answer a question or solve a problem.	With support, identify and use multiple sources of information to answer a question or solve a problem.	Exhibit curiosity about a text.

Grade: 11

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.11.19 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.11.19a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- ELA.11.19b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- ELA.11.19c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.11.19d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ELA.11.19e Provide a concluding statement or section that follows from and supports the argument presented.
- ELA.11.20 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.11.20a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- ELA.11.20b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- ELA.11.20c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.11.20d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- ELA.11.20e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ELA.11.20f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.11.21 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.11.21a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ELA.11.21b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.11.21c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ELA.11.21d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.11.21e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Alternate Achievement Standards

- ELA.AAS.11.19 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.11.20 Compose informative or explanatory texts by stating a topic, providing facts or details, providing an appropriate conclusion related to the topic.
- ELA.AAS.11.21 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a claim by stating the claim with facts or reasons to support the stated claim and providing an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students complete preference surveys, create a graphic, such as a graph, to represent the information found, and create an argument around the survey results.
- Have students create a class newspaper that includes informative pieces that have a topic and details to support the topic.
- Have students create a comic strip narrative that introduces characters and has a sequence of events.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an argument to support a claim found in a text with clear reasons or evidence and provide an appropriate conclusion.	Compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	With support, compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	Begin to compose a short opinion statement.
Compose an informative or an explanatory text by examining a topic, conveying ideas and information clearly, and providing a related concluding statement.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Begin to compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, adding descriptive details, organizing an event sequence that unfolds naturally, and providing a related conclusion.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to compose a simple story.

Grade: 11

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.11.26 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELA.11.27 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.11.27a Apply *Grade 11 Reading standards* to literature (e.g., “Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (Alabama)
- ELA.11.27b Apply *Grade 11 Reading standards* to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”]), including how they address related themes and concepts. (Alabama)

Alternate Achievement Standards

- ELA.AAS.11.26 Conduct research using two sources and create a product.
- ELA.AAS.11.27 Draw evidence from a literary or informational text to support an analysis or research topic.
- ELA.AAS.11.27a Read works from the twentieth and twenty-first century and determine how two or more texts from the same period treat similar themes or topics.
- ELA.AAS.11.27b Analyze United States documents of historical significance.

Achievement Elements

Students will be able to conduct research using two sources to draw evidence to support an analysis or research topic and create a product.

Key Vocabulary

sources, analysis, research, evidence

Teaching and Learning Progressions

- Take notes on the information given and document it on either a graphic organizer or on note cards.
- Identify a topic to research.
- Look for information on topics of interest.

Application of Alternate Achievement Standards

- Have students create a video or other digital presentation based on their research findings.
- Have students find at least two resources on one topic and identify information from each to support the chosen topic.
- Have students create graphics to support their research findings.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Gather relevant information from multiple sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Conduct research using two sources to draw evidence to support an analysis or research topic and create a researched product.	With support, conduct research using two sources to draw evidence to support an analysis or research topic and create a researched product.	Exhibit curiosity about writing and research.

Grade: 11

Content Area: English Language Arts

Strand: speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standard

ELA.11.31 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Alternate Achievement Standard

ELA.AAS.11.31 Identify a speaker's point of view; identify evidence to support the point of view of a speaker.

Achievement Elements

Students will be able to identify a speaker's point of view and identify evidence that supports that point of view.

Key Vocabulary

point of view, evidence

Teaching and Learning Progressions

- Identify a speaker's point of view and evidence that supports that point of view.
- Identify the key ideas of a simple speech.
- Recognize the difference between a fact and an opinion.
- Listen for information.

Application of Alternate Achievement Standards

- As a speaker is presenting, have students identify the main topic and the supporting details about the topic.
- Provide students with the topic before a presentation and have them identify evidence that supports the topic during the presentation.
- Provide students with the topic prior to a presentation and have them identify the speaker’s point of view on the topic during the presentation.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Evaluate a speaker’s point of view, reasoning, and use of evidence, identifying any fallacious reasoning or exaggerated or distorted evidence.	Identify a speaker’s point of view and identify evidence to support a speaker’s point of view.	With support, identify a speaker’s point of view and identify evidence to support a speaker’s point of view.	Exhibit curiosity about information presented.

Grade: 11

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

- ELA.11.35 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.11.35a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- ELA.11.35b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- ELA.11.36 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.11.36a Observe hyphenation conventions.
- ELA.11.362b Spell correctly.

Alternate Achievement Standards

- ELA.AAS.11.35 Demonstrate standard English grammar when communicating; use a complete sentence with details when asking and answering questions.
- ELA.AAS.11.35a Use a complete sentence with appropriate grammar and usage when asking and answering questions.
- ELA.AAS.11.35b Demonstrate the ability to correctly use references as needed.
- ELA.AAS.11.36 Demonstrate command of standard English conventions when communicating; use correct capitalization; use a period, a question mark, an exclamation point, and commas in a series correctly.

Achievement Elements

Students will be able to use complete sentences with correct grammar and mechanics in writing and speaking.

Key Vocabulary

adjective, adverb, colon, conjunction, interjection, noun, plural, preposition, pronoun, punctuation, spelling, verb, complete sentence, subject-verb agreement,

Teaching and Learning Progressions

- Identify whether a sentence is complete, a fragment, or a run-on.
- Identify the difference between a complete sentence and a fragment or run-on.
- Identify the parts of a sentence (eight parts of speech).
- Use standard spelling when writing.
- Correctly capitalize the first word in a sentence, the pronoun I, proper names, days of the week, months, holidays, countries, languages, and first letter of a direct quote.
- Understand the different types of punctuation and their meanings.
- Write words with beginning, middle, and end sounds and correctly spell some high-frequency words.
- Understand how to put spaces between words and use punctuation.
- Understand how to write words together to form sentences.
- Understand how to put spaces between words and punctuation.
- Use capital letters in common proper nouns.
- Capitalize the first letter of their last name.
- Capitalize the first letter of their first name.

Application of Alternate Achievement Standards

- Provide students with sentences with both correct and incorrect subject-verb agreement and have them identify which are correct.
- Provide students with sentences that include and do not include a list. Have students identify which sentences include a list and correctly use a colon in those sentences.
- Provide students with a writer's checklist to include spelling, capitalization, and punctuation guidelines. Have students compose a piece, using the writer's checklist to apply correct English grammar and mechanics.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use simple, compound, complex, and compound-complex sentences with correct grammar and mechanics in writing and speaking.	Use complete sentences with correct grammar and mechanics in writing and speaking.	With support, use complete sentences with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 11

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.11.38 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies.
- ELA.11.38a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.11.38b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- ELA.11.38c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- ELA.11.38d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.11.39 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.11.39a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ELA.11.39b Analyze nuances in the meaning of words with similar denotations.

Alternate Achievement Standards

- ELA.AAS.11.38 Identify the meaning of an unknown word or phrase.
- ELA.AAS.11.38a Use context clues to determine the meaning of a word or phrase that may have multiple meanings.
- ELA.AAS.11.38c Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.11.38d Verify the meaning of a word using a dictionary.
- ELA.AAS.11.39 Determine the meaning of figurative language in context.
- ELA.AAS.11.39a Identify the meaning of a simile or metaphor used in a text.

Achievement Elements

Students will be able to identify reference materials and their purposes and demonstrate using reference materials.

Students will be able to determine the meaning of figurative language in context.

Key Vocabulary

reference material, dictionary, thesaurus, glossary, simile, metaphor, context clue, figurative language, synonym, antonym, idiom

Teaching and Learning Progressions

- Identify print and digital reference materials and their purposes.
- Recognize that print/digital reference materials convey information.
- Determine the meaning of figurative language, a simile, and a metaphor in text.
- Recognize multiple-meaning words.
- Recognize homonyms.
- Identify common word parts in words.

Application of Alternate Achievement Standards

- Provide students a variety of reference materials and have them identify each type of reference material and how it can be used.
- Provide students with text that includes similes and metaphors and have them identify whether each example is a simile or a metaphor; use context clues to find the meaning.
- Provide students with a list of vocabulary words from a text and have them use a glossary or a dictionary to find their meanings.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine the meaning of unknown, multiple-meaning words and phrases used in context; demonstrate using reference materials.	Identify reference materials and their purposes; demonstrate using reference materials.	With support, identify reference materials and their purposes; demonstrate using reference materials.	Exhibit curiosity about vocabulary.
Use the relationship between particular words to better understand each of the words.	Determine the meaning of figurative language in context.	With support, determine the meaning of figurative language in context.	Exhibit curiosity about word meanings.

Grade: 12

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Key Ideas and Details

General Education Standards

- ELA.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELA.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELA.12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Alternate Achievement Standards

- ELA.AAS.12.1 Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.
- ELA.AAS.12.2 Identify how two themes develop throughout a text and analyze how they interact and build on one another; create an objective summary of a story.
- ELA.AAS.12.3 Describe how characters interact and develop in a story; identify the setting of a story; identify the problem in a story.

Achievement Elements

Students will be able to identify how the theme develops throughout the story and create a summary of the story.
Students will be able to identify how characters develop and interact in the story.

Key Vocabulary

theme, problem, summary, character, event, connection, plot

Teaching and Learning Progressions

- Use inference when answering who, what, when, where, and why questions.
- Cite evidence when answering who, what, when, where, and why questions.
- Identify how a theme develops throughout a story.
- Identify one theme in a story.
- Summarize a story.
- Describe how characters interact with other characters in a story.
- Describe attributes of characters in a story.
- Summarize a story.
- Identify the problem in a story.
- Identify the setting of a story.
- Identify characters in a story.
- Understand the vocabulary for the different parts (e.g., setting, plot, problem) of a story and identify the parts.
- Identify details of a story.
- Identify the main idea of a story.
- Discuss a story with someone using details.

Application of Alternate Achievement Standards

- Have students identify the main theme of the story and identify key events that support that theme.
- Have students create a list of questions for students to answer while reading or listening to a text.
- Have students create a list of characters in a story and identify which characters are interacting at key events in the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme or central idea of a story and analyze its development over the course of the story; provide an objective summary of the text.	Identify how the theme develops throughout the story; create an objective summary of the story.	With support, identify how the theme develops throughout the story; create an objective summary of a story.	Exhibit curiosity about a story.
Analyze how complex characters develop over the course of a story, interact with other characters, and advance the plot or develop the theme.	Identify how characters interact and develop in the story; identify the setting and problem of the story.	With support, identify how characters interact and develop in the story; identify the setting and problem of the story.	With support, point to pictures in a story when asked questions.

Grade: 12

Content Area: English Language Arts

Strand: Reading Standards for Literature

Objective: Craft and Structure

General Education Standards

- ELA.12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ELA.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) (Alabama)

Alternate Achievement Standards

- ELA.AAS.12.5 Describe how the sequence of events contributes to the tension, mystery, or surprise in a story.
- ELA.AAS.12.7 Read or listen to different interpretations of a story, drama, or poem; analyze the various interpretations.

Achievement Elements

Students will be able to describe how the sequence of events creates tension, mystery, or surprise in the story.

Key Vocabulary

sequence of events, tension, mystery, surprise

Teaching and Learning Progressions

- Describe how the sequence of events creates tension, mystery, or surprise in a story.
- Identify tension, mystery, or surprise in a story.
- Understand tension, mystery, and surprise as related to a story.
- Identify events of a story in sequence.
- Identify details in a story.
- Identify the main idea and supporting details in a story.
- Read for details.

Application of Alternate Achievement Standards

- Have students create a timeline of events in a story and have students identify which events include a surprise, create tension, or have mystery.
- Have students sequence events in a story and identify where in the story the tension is building.
- Have students create a plot diagram of the story to identify the key elements, including the climax or tension in the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning.	Describe how the sequence of events creates tension, mystery, or surprise in the story.	With support, describe how the sequence of events creates tension, mystery, or surprise in the story.	Exhibit curiosity about a story.

Grade: 12

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Key Ideas and Details

General Education Standards

- ELA.12.10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELA.12.11 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELA.12.12 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Alternate Achievement Standards

- ELA.AAS.12.10 Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences for support.
- ELA.AAS.12.11 Identify two central ideas of an informational text and analyze how they interact and build on one another; create an objective summary of an informational text.
- ELA.AAS.12.12 Identify the connections between the ideas or events in an informational text.

Achievement Elements

Students will be able to identify how the main idea develops throughout a text and create an objective summary of the text. Students will be able to identify the connections between ideas in a text and how the main idea develops throughout a text.

Key Vocabulary

who, what, when, where, why, main idea, central idea, event, detail, summarize, connection, evidence, inference

Teaching and Learning Progressions

- Use inference when answering who, what, when, where, and why questions in an informational text.
- Cite evidence when answering who, what, when, where, and why questions
- Identify details of a story.
- Identify the central idea in an informational text.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- When provided a text, students will identify the central idea of the text after instruction on where the central ideas are typically located.
- Have students create a timeline of events in an informational text, make connections between the events, and describe how they are connected.
- Have students create a diagram to compare text events and show how they are related.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Identify how the main idea develops throughout the text; create an objective summary of the text.	With support, identify how the main idea develops throughout a text; create an objective summary of the text.	Exhibit curiosity about a text.
Analyze how a text makes connections between ideas and the main idea.	Identify the connections between the ideas and how the main idea develops throughout the text.	With support, identify the connections between ideas in a text and how the main idea develops throughout the text.	With support, point to pictures when asked questions about the text.

Grade: 12

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Craft and Structure

General Education Standards

ELA.12.15 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Alternate Achievement Standards

ELA.AAS.12.15 Identify the author's point of view or purpose in an informational text.

Achievement Elements

Students will be able to identify the author's point of view and purpose in a text.

Key Vocabulary

point of view, purpose of writing

Teaching and Learning Progressions

- Identify the point of view of an author.
- Identify the purpose of an informational text (e.g., to inform, to entertain, to provide steps).
- Understand what point of view and purpose mean.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- Have students distinguish between what an author’s purpose is and what the author’s perspective is in a given text.
- Have students use a newspaper or magazine article to identify an author’s point of view.
- Have students identify examples from a text that state the author’s purpose.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine an author’s point of view or purpose in a text and analyze how an author uses evidence to advance that point of view or purpose.	Identify the author’s point of view and purpose in a text.	With support, identify the author’s point of view and purpose in a text.	Exhibit curiosity about a text.

Grade: 12

Content Area: English Language Arts

Strand: Reading Standards for Informational Text

Objective: Integration of Knowledge and Ideas

General Education Standard

ELA.12.16 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Alternate Achievement Standard

ELA.AAS.12.16 Identify and use multiple sources of information to answer a question or solve a problem.

Achievement Elements

Students will be able to identify and use multiple sources of information to answer a question or solve a problem.

Key Vocabulary

modified, partial, true, false, source

Teaching and Learning Progressions

- Identify the theme of an informational text.
- Identify the connections between ideas or events in an informational text.
- Summarize an informational text.
- Identify details of an informational text.
- Identify the main idea of an informational text.
- Discuss an informational text with someone using details.

Application of Alternate Achievement Standards

- When provided a modified or partial document or informational source, students will highlight the main concepts in the document.
- When provided a modified or partial document or informational source, students will use a graphic organizer to identify details in a text.
- When provided a modified or partial document or informational source, students will create a poster to demonstrate their understanding of the document or source.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem.	Identify and use multiple sources of information to answer a question or solve a problem.	With support, identify and use multiple sources of information to answer a question or solve a problem.	Exhibit curiosity about a text.

Grade: 12

Content Area: English Language Arts

Strand: Writing Standards

Objective: Text Types and Purposes

General Education Standards

- ELA.12.19 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.12.19a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- ELA.12.19b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- ELA.12.19c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ELA.12.19d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ELA.12.19e Provide a concluding statement or section that follows from and supports the argument presented.
- ELA.12.20 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.12.20a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- ELA.12.20b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- ELA.12.20c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.12.20d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- ELA.12.20e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ELA.12.20f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELA.12.21 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.12.21a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.
- ELA.12.21b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.12.21c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ELA.12.21d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELA.12.21e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Alternate Achievement Standards

- ELA.AAS.12.19 Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
- ELA.AAS.12.20 Compose informative or explanatory texts by stating a topic, providing facts or details, providing an appropriate conclusion related to the topic.
- ELA.AAS.12.21 Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

Achievement Elements

Students will be able to compose an argument to support a claim by stating the claim with facts or reasons to support the stated claim and providing an appropriate conclusion.

Students will be able to compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.

Students will be able to compose a narrative introducing characters, organizing events in sequence, and providing a related conclusion.

Key Vocabulary

writing, informational text, explanatory text, narrative text, introduction, conclusion, sequence of events, fact, detail, argument to support claim

Teaching and Learning Progressions

- Use a writing tool to write an opinion piece or an informative, an explanatory, or a narrative text and provide a reason, fact, or detail.
- Write two or three words on a topic.
- Use speech to dictate a written text.
- Use pictures to sort personal likes and dislikes.
- Use pictures or draw a picture to tell a story.
- Write from left to right.
- Create strings of letters to represent an idea or ideas.
- Make a mark or letter to represent a word.
- Draw a picture or shape to represent words.
- Choose a writing tool.
- Ask others to write.
- Observe with curiosity and interest while others write.

Application of Alternate Achievement Standards

- Have students complete preference surveys; create a graphic, such as a graph, to represent the information found; and create an argument around the survey results.
- Have students create a class newspaper that includes informative pieces that have a topic and details to support the topic.
- Have students create a comic strip narrative that introduces characters and has a sequence of events.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Compose an argument to support a claim found in a text with clear reasons or evidence and provide an appropriate conclusion.	Compose an argument to support a claim with facts or reasons to support the stated claim, and provide an appropriate conclusion.	With support, compose an argument to support a claim with facts or reasons to support the stated claim and provide an appropriate conclusion.	Begin to compose a short opinion statement.
Compose an informative or an explanatory text by examining a topic, conveying ideas and information clearly, and providing a related concluding statement.	Compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	With support, compose an informative or explanatory text by stating a topic, supporting it with facts or details, and providing a related conclusion.	Begin to compose one to two steps for a “how-to” text.
Compose a narrative by introducing characters, adding descriptive details, organizing an event sequence that unfolds naturally, and providing a related conclusion.	Compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	With support, compose a narrative by introducing characters, organizing events in sequence, and providing a related conclusion.	Begin to compose a simple story.

Grade: 12

Content Area: English Language Arts

Strand: Writing Standards

Objective: Research to Build and Present Knowledge

General Education Standards

- ELA.12.26 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELA.12.27 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA.12.27a Apply *Grade 12 Reading Standards* to literature (e.g., “Demonstrate knowledge of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics”).
- ELA.12.27b Apply *Grade 12 Reading Standards* to literary nonfiction (e.g., “Delineate & evaluate the reasoning in seminal United States texts, including the application of constitutional principles & use of legal reasoning [e.g., in United States Supreme Court Case majority opinions & dissents] and the premises, purposes, & arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Alternate Achievement Standards

- ELA.AAS.12.26 Conduct research using two sources and create a product.
- ELA.AAS.12.27 Draw evidence from a literary or informational text to support an analysis or research topic.
- ELA.AAS.12.27a Compare and contrast how similar themes or topics are treated in two texts in British literature from the same period.

Achievement Elements

Students will be able to conduct research using two sources to draw evidence to support an analysis or research topic and create a product.

Key Vocabulary

sources, analysis, research, evidence

Teaching and Learning Progressions

- Take notes on the information given and document it on either a graphic organizer or on note cards.
- Identify a topic to research.
- Look for information on topics of interest.

Application of Alternate Achievement Standards

- Have students create a video or other digital presentation based on their research findings.
- Have students find at least two resources on one topic and identify information from each to support the chosen topic.
- Have students create graphics to support their research findings.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Gather relevant information from multiple sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Conduct research using two sources to draw evidence to support an analysis or research topic and create a researched product.	With support, conduct research using two sources to draw evidence to support an analysis or research topic and create a researched product.	Exhibit curiosity about writing and research.

Grade: 12

Content Area: English Language Arts

Strand: Speaking and Listening Standards

Objective: Comprehension and Collaboration

General Education Standards

ELA.12.31 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Alternate Achievement Standards

ELA.AAS.12.31 Identify a speaker’s point of view; identify evidence to support the point of view of a speaker.

Achievement Elements

Students will be able to identify a speaker’s point of view and identify evidence that supports that point of view.

Key Vocabulary

point of view, evidence

Teaching and Learning Progressions

- Identify a speaker’s point of view and evidence that supports that point of view.
- Identify the key ideas of a simple speech.
- Recognize the difference between a fact and an opinion.
- Listen for information.

Application of Alternate Achievement Standards

- As a speaker is presenting, have students identify the main topic and the supporting details about the topic during the presentation.
- Provide students with the topic before a presentation and have them identify evidence that supports the topic during the presentation.
- Provide students with the topic prior to a presentation and have them identify the speaker's point of view on the topic.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Evaluate a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning or exaggerated or distorted evidence.	Identify a speaker's point of view and identify evidence that supports a speaker's point of view.	With support, identify a speaker's point of view and identify evidence that supports a speaker's point of view.	Exhibit curiosity about information presented.

Grade: 12

Content Area: English Language Arts

Strand: Language Standards

Objective: Conventions of Standard English

General Education Standards

- ELA.12.35 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELA.12.35a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- ELA.12.35b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- ELA.12.36 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELA.12.36a Observe hyphenation conventions.
- ELA.12.362b Spell correctly.

Alternate Achievement Standards

- ELA.AAS.12.35 Demonstrate standard English grammar when communicating; use a complete sentence with details when asking and answering questions.
- ELA.AAS.12.36 Demonstrate command of standard English conventions when communicating; use correct capitalization; use a period, a question mark, an exclamation point, and commas in a series correctly.

Achievement Elements

Students will be able to use complete sentences with correct grammar and mechanics in writing and speaking.

Key Vocabulary

adjective, adverb, colon, conjunction, interjection, noun, plural, preposition, pronoun, punctuation, spelling, verb, complete sentence, subject-verb agreement

Teaching and Learning Progressions

- Identify whether a sentence is complete, a fragment, or a run-on.
- Identify the difference between a complete sentence and a fragment or run-on.
- Identify the parts of a sentence (eight parts of speech).
- Use standard spelling when writing.
- Correctly capitalize the first word in a sentence, the pronoun I, proper names, days of the week, months, holidays, countries, languages, and first letter of a direct quote.
- Understand the different types of punctuation and their meanings.
- Write words with beginning, middle, and end sounds and correctly spell some high-frequency words.
- Understand how to put spaces between words and use punctuation.
- Understand how to write words together to form sentences.
- Understand how to put spaces between words and punctuation.
- Use capital letters in common proper nouns.
- Capitalize the first letter of their last name.
- Capitalize the first letter of their first name.

Application of Alternate Achievement Standards

- Provide students with sentences with both correct and incorrect subject-verb agreement and have them identify which are correct.
- Provide students with sentences that include and do not include a list. Have students identify which sentences include a list and correctly use a colon in those sentences.
- Provide students with a writer’s checklist to include spelling, capitalization, and punctuation guidelines. Have students compose a piece, using the writer’s checklist to apply correct English grammar and mechanics.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use simple, compound, complex, and compound-complex sentences with correct grammar and mechanics in writing and speaking.	Use complete sentences with correct grammar and mechanics in writing and speaking.	With support, use complete sentences with correct grammar and mechanics in writing and speaking.	Exhibit curiosity about language.

Grade: 12

Content Area: English Language Arts

Strand: Language Standards

Objective: Vocabulary Acquisition and Use

General Education Standards

- ELA.12.38 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies.
- ELA.12.38a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELA.12.38b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- ELA.12.38c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- ELA.12.38d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELA.12.39 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA.12.39a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ELA.12.39b Analyze nuances in the meaning of words with similar denotations.

Alternate Achievement Standards

- ELA.AAS.12.38 Identify the meaning of an unknown word or phrase.
- ELA.AAS.12.38a Use context clues to determine the meaning of a word or phrase that may have multiple meanings.
- ELA.AAS.12.38c Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.
- ELA.AAS.12.38d Verify the meaning of a word using a dictionary.
- ELA.AAS.12.39 Determine the meaning of figurative language in context.
- ELA.AAS.12.39a Identify the meaning of a simile or metaphor used in a text.

Achievement Elements

Students will be able to identify reference materials and their purposes and demonstrate using reference materials.

Students will be able to determine the meaning of figurative language in context.

Key Vocabulary

reference material, dictionary, thesaurus, glossary, simile, metaphor, context clue, figurative language, synonym, antonym, idiom

Teaching and Learning Progressions

- Identify print and digital reference materials and their purposes.
- Recognize that print/digital reference materials convey information.
- Determine the meaning of figurative language, a simile, and a metaphor in text.
- Recognize multiple-meaning words.
- Recognize homonyms.
- Identify common word parts in words.

Application of Alternate Achievement Standards

- Provide students a variety of reference materials and have them identify each type of reference material and how it can be used.
- Provide students with text that includes similes and metaphors. Have them identify whether each example is a simile or a metaphor and use context clues to help find the meaning.
- Provide students with a list of vocabulary words from a text and have them use a glossary or a dictionary to find their meanings.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Use context clues to determine the meaning of unknown, multiple-meaning words and phrases used in context; demonstrate using reference materials.	Identify reference materials and their purposes; demonstrate using reference materials.	With support, identify reference materials and their purposes; demonstrate using reference materials.	Exhibit curiosity about vocabulary.
Use the relationship between particular words to better understand each of the words.	Determine the meaning of figurative language in context.	With support, determine the meaning of figurative language in context.	Exhibit curiosity about word meanings.