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**2018
Teacher Resource
Guide for
Alternate English
Elements I & II**

Effective Date: 2018-2019 School Year



2018

Teacher Resource Guide for Alternate English Elements I & II

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The Standards:

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Dynamic Learning Maps Consortium. (2013). *Dynamic Learning Maps Essential Elements for English Language Arts*. Lawrence, KS: University of Kansas.

Remaining Material in the Teacher Resource Guide:

The remaining materials in the teacher resource guide (performance objectives, I can statements, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, MDE Office of Special Education staff, and Mississippi State University Research and Curriculum Unit staff. The information is not part of the Essential Elements and are not the opinions of the DLM Consortium or the University of Kansas Center for Research.

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in English Language Arts and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Elements I & II (DLM Essential Elements)* provide a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The purpose of the *MS AAAS for English Elements I & II (DLM Essential Elements)* is to build a bridge from the content in the general education English Language Arts framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for English Elements I & II (DLM Essential Elements)* include course-specific standards in the areas of Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. This document is designed to provide a resource for 9-12 special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for Alternate English Elements I & II* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in English Language Arts. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for English Elements I & II (DLM Essential Elements)* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the Teacher Resource Guide for Alternate English Elements I & II Document

Mississippi Alternate Academic Achievement Standards for English Elements I & II (DLM Essential Elements): A general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

Performance Objectives: Statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence.

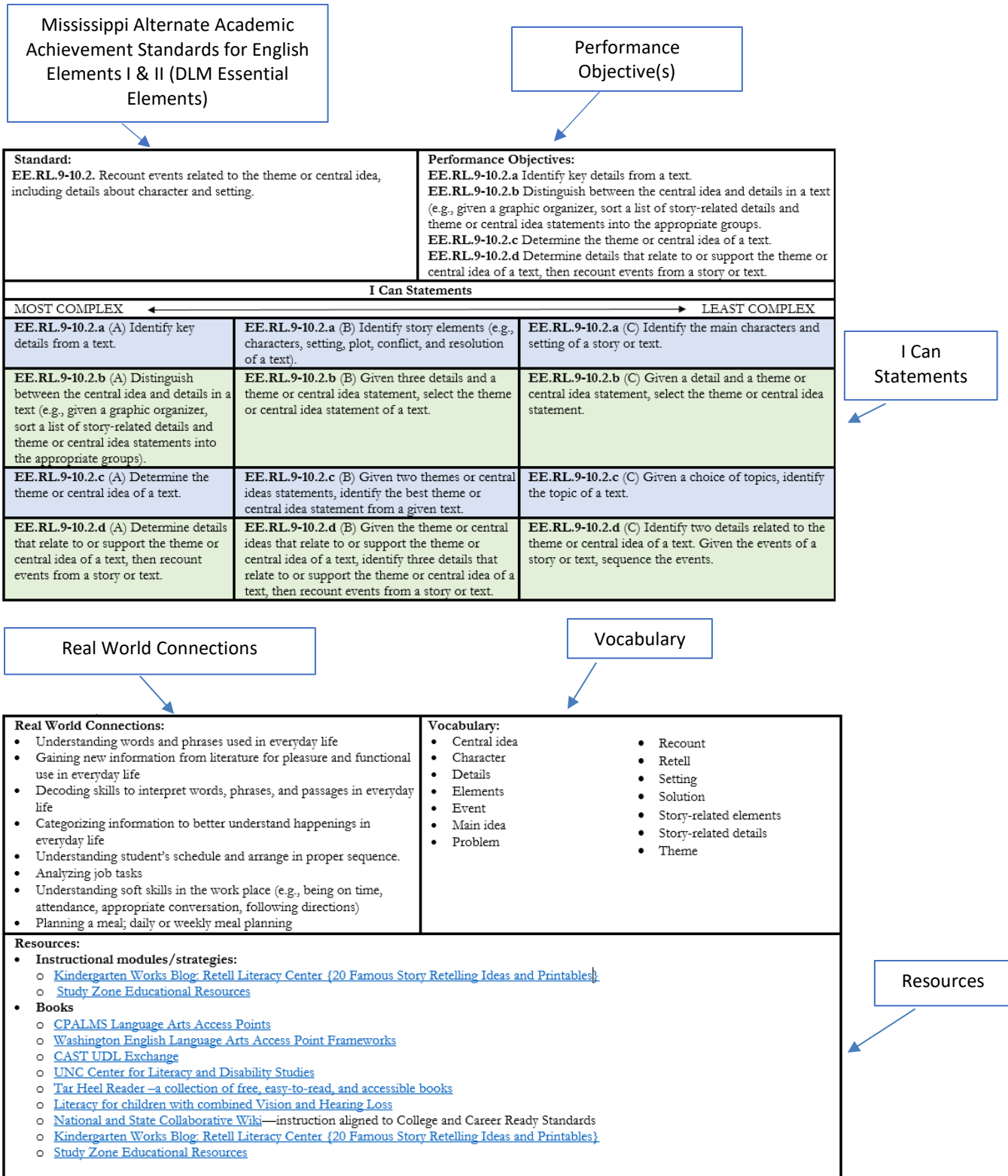
I Can Statement(s): Includes the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.

Real-World Connections: One way to facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places and events, students are able to see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.

Vocabulary: Includes a list of difficult or unfamiliar words.

Resources: Includes suggested resources, instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the Teacher Resource Guide for Alternate English Elements I & II Document (Graphic)



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

| Level of Assistance | Definition | Example | Non-Example |
|--------------------------------|---|--|---|
| Non-Engagement (N) | The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance. | The student resists the teacher's physical assistance toward the correct answer. | The student does not look at the activity. |
| Physical Assistance (P) | The student requires physical contact from the teacher to initiate, engage, or perform. | The teacher physically moves the student's hand to the correct answer. | The teacher taps the correct answer and expects the student to touch where he/she tapped. |
| Gestural Assistance (G) | The student requires the teacher to point to the specific answer. | When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture. | The teacher moves the student's hand to gesture toward the right answer. |
| Verbal Assistance (V) | The student requires the teacher to verbally provide the correct answer to a specific item. | The teacher says, "Remember, the main character was George. Point to the picture of the main character." | The teacher says "Who is the main character?" without providing the information verbally. |
| Model Assistance (M) | The student requires the teacher to model a similar problem/opportunity and answer prior to performance. | The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item. | The teacher completes the exact same activity as the student is expected to perform. |
| Independent (I) | The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond. | The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance. | The teacher asks the student, "Who is the main character?" and points to the picture of the main character. |

Teacher Resource Guide for Alternate English Elements I & II

COURSE: Alternate English Elements Ninth-Tenth English Language Arts
 DOMAIN: Reading (Literature)
 CONCEPT: Key Ideas and Details

| | | | |
|--|--|---|--|
| Standard: EE.RL.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. | | Performance Objectives: EE.RL.9-10.1.a Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text. EE.RL.9-10.1.b Identify details to support a given inference from a text. EE.RL.9-10.1.c Identify details to support an explicit statement from a text. EE.RL.9-10.1.d Identify details from a text. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.RL.9-10.1.a (A) Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text (e.g., highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text). | EE.RL.9-10.1.a (B) Given a choice of citations, choose the citation that states what the passage says explicitly. | EE.RL.9-10.1.a (C) Given a citation and an inference from a passage, determine which is a citation and which is an inference. | |
| EE.RL.9-10.1.b (A) Identify details to support a given inference from a text. | EE.RL.9-10.1.b (B) Determine the central idea of the text and select details that relate to it; recount the text. | EE.RL.9-10.1.b (C) Given multiple details, choose the details that support the text when the text has been read aloud. | |
| EE.RL.9-10.1.c (A) Identify details to support an explicit statement from a text. | EE.RL.9-10.1.c (B) After the teacher reads from the text, identify which citation tells explicitly what the teacher read about. | EE.RL.9-10.1.c (C) Given a statement of what the text says explicitly, find the citation in a selected portion of the text. | |
| EE.RL.9-10.1.d (A) Identify details from a text. | EE.RL.9-10.1.d (B) Given a reading passage and a quote, locate the quote within the passage. | EE.RL.9-10.1.d (C) Given a reading passage and a quote, indicate whether the quote comes from the text or not. | |
| Real World Connections: <ul style="list-style-type: none"> Understanding explicit words and phrases used in everyday life Understanding how things are alike and different Recognizing how interactions between people effect events that follow | | Vocabulary: <ul style="list-style-type: none"> Assume Citation Conclusion Main character Quote Predict | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Key Ideas and Details

| | |
|---|---|
| <ul style="list-style-type: none">• Interpreting pictures of facial expressions/body language• Categorizing objects• Making inferences about everyday life occurrences• Gaining new information from literature for pleasure and functional use in everyday life• Decoding skills to interpret words, phrases, and passages in everyday life. | <ul style="list-style-type: none">• Demonstrate• Detail• Explicitly• Imply• Infer/Inferences• Problem• Reference• Relate• Text• Textual evidence |
| <p>Resources:</p> <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ CPALMS Language Arts Access Points: CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions.○ CAST UDL Exchange: CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons, and collections. You can use and share these materials to support instruction guided by the UDL principles.○ UNC Center for Literacy and Disability Studies: University of North Carolina School of Medicine Department of Allied Health Sciences Center for Literacy and Disability Studies – a website designed to improve instruction to address the literacy learning needs of persons with disabilities of all ages.○ Washington English Language Arts Access Point Frameworks: Washington Access to Instruction and Measurement English Language Arts Access Point Frameworks 2017–2018. The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity.○ Literacy for children with combined Vision and Hearing Loss: The site is designed to provide information and resources for teaching and working with children who have complex learning challenges, specifically for individual state deaf-blind projects, teachers, family members and related services providers interested in beginning or enhancing literacy instruction for children who have combined vision and hearing loss.○ National and State Collaborative Wiki: The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states, building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The Wiki site offers curriculum and instructional resources, sample items, communication tools kits, etc.○ How to Make an Inference in 5 Easy Steps: ThoughtCo.com is an education website that launched in March of 2017 and is part of the IAC family of websites. This particular webpage provides information on “How to Make an Inference in 5 Easy Steps Using Evidence to Support Your Inference.”• Books<ul style="list-style-type: none">○ Tar Heel Reader: A collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches. | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Key Ideas and Details

| | | | |
|---|--|--|--|
| <p>Standard: EE.RL.9-10.2. Recount events related to the theme or central idea, including details about character and setting.</p> | | <p>Performance Objectives: EE.RL.9-10.2.a Identify key details from a text. EE.RL.9-10.2.b Distinguish between the central idea and details in a text (e.g., given a graphic organizer, sort a list of story-related details and theme or central idea statements into the appropriate groups). EE.RL.9-10.2.c Determine the theme or central idea of a text. EE.RL.9-10.2.d Determine details that relate to or support the theme or central idea of a text, then recount events from a story or text.</p> | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| <p>EE.RL.9-10.2.a (A) Identify key details from a text.</p> | <p>EE.RL.9-10.2.a (B) Identify story elements (e.g., characters, setting, plot, conflict, and resolution of a text).</p> | <p>EE.RL.9-10.2.a (C) Identify the main characters and setting of a story or text.</p> | |
| <p>EE.RL.9-10.2.b (A) Distinguish between the central idea and details in a text (e.g., given a graphic organizer, sort a list of story-related details and theme or central idea statements into the appropriate groups).</p> | <p>EE.RL.9-10.2.b (B) Given three details and a theme or central idea statement, select the theme or central idea statement of a text.</p> | <p>EE.RL.9-10.2.b (C) Given a detail and a theme or central idea statement, select the theme or central idea statement.</p> | |
| <p>EE.RL.9-10.2.c (A) Determine the theme or central idea of a text.</p> | <p>EE.RL.9-10.2.c (B) Given two themes or central ideas statements, identify the best theme or central idea statement from a given text.</p> | <p>EE.RL.9-10.2.c (C) Given a choice of topics, identify the topic of a text.</p> | |
| <p>EE.RL.9-10.2.d (A) Determine details that relate to or support the theme or central idea of a text, then recount events from a story or text.</p> | <p>EE.RL.9-10.2.d (B) Given the theme or central ideas that relate to or support the theme or central idea of a text, identify three details that relate to or support the theme or central idea of a text, then recount events from a story or text.</p> | <p>EE.RL.9-10.2.d (C) Identify two details related to the theme or central idea of a text. Given the events of a story or text, sequence the events.</p> | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Key Ideas and Details

| | |
|---|--|
| <p>Real World Connections:</p> <ul style="list-style-type: none">• Understanding words and phrases used in everyday life• Gaining new information from literature for pleasure and functional use in everyday life• Decoding skills to interpret words, phrases, and passages in everyday life• Categorizing information to better understand happenings in everyday life• Understanding student’s schedule and arrange in proper sequence.• Analyzing job tasks• Understanding soft skills in the work place (e.g., being on time, attendance, appropriate conversation, following directions)• Planning a meal; daily or weekly meal planning | <p>Vocabulary:</p> <ul style="list-style-type: none">• Central idea• Character• Details• Elements• Event• Main idea• Problem• Recount• Retell• Setting• Solution• Story-related elements• Story-related details• Theme |
| <p>Resources:</p> <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ Kindergarten Works Blog: Retell Literacy Center {20 Famous Story Retelling Ideas and Printables}○ Study Zone Educational Resources• Books<ul style="list-style-type: none">○ CPALMS Language Arts Access Points○ Washington English Language Arts Access Point Frameworks○ CAST UDL Exchange○ UNC Center for Literacy and Disability Studies○ Tar Heel Reader –a collection of free, easy-to-read, and accessible books○ Literacy for children with combined Vision and Hearing Loss○ National and State Collaborative Wiki—instruction aligned to College and Career Ready Standards○ Kindergarten Works Blog: Retell Literacy Center {20 Famous Story Retelling Ideas and Printables}○ Study Zone Educational Resources | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Key Ideas and Details

| | | | |
|---|---|--|--|
| <p>Standard: EE.RL.9-10.3. Determine how characters change or develop over the course of a text.</p> <p>Ex. Describe how the main character (e.g., Winnie in <i>Tuck Everlasting</i>) develops throughout the story (e.g., she wants freedom, fears death, accepts eternity) and how interactions with other characters (e.g., the Tucks) impact the change.</p> | | <p>Performance Objectives: EE.RL.9-10.3.a Identify words that describe characters. EE.RL.9-10.3.b Identify the things characters do when they interact. EE.RL.9-10.3.c Describe how characters develop and interact with other characters (e.g., chart interactions between characters that lead to changes in a character’s behavior).</p> | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| <p>EE.RL.9-10.3.a (A) Identify words that describe characters.</p> | <p>EE.RL.9-10.3.a (B) From a choice of descriptive words, choose one that describes a character (e.g., “Was Tom tall or short?”).</p> | <p>EE.RL.9-10.3.a (C) Given a familiar picture and descriptive words, match descriptive words to corresponding details within the picture (e.g., a picture of a grandmother and a baby, the grandmother is old and the baby is young).</p> | |
| <p>EE.RL.9-10.3.b (A) Identify the things characters do when they interact.</p> | <p>EE.RL.9-10.3.b (B) Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together.)</p> | <p>EE.RL.9-10.3.b (C) Identify two characters that interact in a story or text.</p> | |
| <p>EE.RL.9-10.3.c (A) Describe how characters develop and interact with other characters (e.g., chart interactions between characters that lead to changes in a character’s behavior).</p> | <p>EE.RL.9-10.3.c (B) Make a statement to describe how two characters interact (e.g., Tom and Alex support one another).</p> | <p>EE.RL.9-10.3.c (C) Select a word(s) to describe what one character did in response to another’s action (e.g., “What did Tom do when Alex ran away?”).</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Comprehend how events in life change and affect people • Understand logical connections between events and actions in everyday life • Understand how things are alike and different • Embrace cultural, political, etc. differences | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Action • Antagonist • Behavior • Character • Change • Fact • Impact • Interact • Interaction • Protagonist | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Key Ideas and Details

| | | |
|--|---|---|
| <ul style="list-style-type: none">• Recognize the relationship between information and events that follow• Gain new information from literature for pleasure and functional use in everyday life• Decode skills to interpret words, phrases, and passages in everyday life• Watch movies and verbally discuss the conflict, characters' situations, etc.• Analyze one's own character (likes vs. dislikes) | <ul style="list-style-type: none">• Conflict• Describe• Descriptive• Determine• Develop | <ul style="list-style-type: none">• Response• Support• Theme• Text |
|--|---|---|

Resources:

- **Instructional modules/strategies:**

- [Richmond County Schools in North Carolina: Holt, Rinehart and Winston Power Point – Character Development](#)
- [Lesson Planet: Teacher-Vetted Open Educational Resources \(OER\)](#)
- [Lexiconic Colin Welch's Education Resources: Types of Characters in Fiction](#)
- [Read Write Think \(National Council of Teachers of English\): Classroom Resources](#)

- **Books**

- [CPALMS Language Arts Access Points](#)
- [Washington English Language Arts Access Point Frameworks](#)
- [CAST UDL Exchange](#)
- [UNC Center for Literacy and Disability Studies](#)
- [Tar Heel Reader –a collection of free, easy-to-read, and accessible books](#)
- [Literacy for children with combined Vision and Hearing Loss](#)
- [National and State Collaborative Wiki](#)—instruction aligned to College and Career Ready Standards
- [Richmond County Schools in North Carolina: Holt, Rinehart and Winston Power Point – Character Development](#)
- [Lesson Planet: Teacher-Vetted Open Educational Resources \(OER\)](#)
- [Lexiconic Colin Welch's Education Resources: Types of Characters in Fiction](#)
- [Read Write Think \(National Council of Teachers of English\): Classroom Resources](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

| | | | |
|--|--|--|--|
| <p>Standard: EE.RL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.</p> | | <p>Performance Objectives: EE.RL.9-10.4.a Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., “as old as time” is a figure of speech meaning really old.). EE.RL.9-10.4.b Identify the impact of specific word choices on meaning and tone. EE.RL.9-10.4.c Use context clues to determine meanings of words and phrases, including those with multiple meanings.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RL.9-10.4.a (A) Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., “as old as time” is a figure of speech meaning really old.).</p> | <p>EE.RL.9-10.4.a (B) Identify the definition of a word that matches the way it was used in the text (e.g., select from a short list of synonyms a word that matches the meaning of a word used in the text).</p> | <p>EE.RL.9-10.4.a (C) Determine which illustration best reflects the meaning of a phrase as it is used in a text.</p> | |
| <p>EE.RL.9-10.4.b (A) Identify the impact of specific word choices on meaning and tone.</p> | <p>EE.RL.9-10.4.b (B) Determine the figurative and connotative meanings of words and phrases as they are used in a text (e.g., stories, poems).</p> | <p>EE.RL.9-10.4.b (C) Identify real-life connections of words and their use (e.g., “it’s raining cats and dogs”).</p> | |
| <p>EE.RL.9-10.4.c (A) Use context clues to determine meanings of words and phrases, including those with multiple meanings.</p> | <p>EE.RL.9-10.4.c (B) Identify that words have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet”).</p> | <p>EE.RL.9-10.4.c (C) Match a word to a corresponding object or picture.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Understanding words and phrases used in everyday life • Decoding skills to interpret idioms, analogies, and figures of speech used in everyday life • Accepting constructive criticism • Understanding idioms in advertising and in casual conversation | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Analogies • Determine • Idioms • Figurative Language • Figures of Speech • Meaning • Phrases • Text | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

Resources:

- **Instructional modules/strategies:**

- [Idioms by Kids Website](#)
- [Vocabulary Spelling City: Analogies](#)
- [Idioms and Their Origins – 111 Popular and Obscure Saying and Idioms](#)

- **Books**

- [CAST UDL Exchange](#)
- [UNC Center for Literacy and Disability Studies](#)
- [Tar Heel Reader –a collection of free, easy-to-read, and accessible books](#)
- [Literacy for children with combined Vision and Hearing Loss](#)
- [National and State Collaborative Wiki](#)—instruction aligned to College and Career Ready Standards
- [Idioms by Kids Website](#)
- [Vocabulary Spelling City: Analogies](#)
- [Idioms and Their Origins – 111 Popular and Obscure Saying and Idioms](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

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| <p>Standard: EE.RL.9-10.5. Identify where a text deviates from a chronological presentation of events.</p> | | <p>Performance Objectives: EE.RL.9-10.5.a Identify events from a story. EE.RL.9-10.5.b Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks). Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RL.9-10.5.a (A) Identify events from a story.</p> | <p>EE.RL.9-10.5.a (B) Given a list of events, identify events that occurred in the story.</p> | <p>EE.RL.9-10.5.a (C) Given the events from a text, order events, ideas, or steps in a process.</p> | |
| <p>EE.RL.9-10.5.b (A) Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks). Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author.</p> | <p>EE.RL.9-10.5.b (B) Given four or more events in a story, determine the correct sequence of four or more events in a story or drama (e.g., arrange sentence strips to show at least four events in correct sequence from a story).</p> | <p>EE.RL.9-10.5.b (C) Given three events from a story, determine which happened in the beginning, middle, and end.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> Follow a recipe in proper order Follow directions to certain location Follow a bus schedule Conversation skills (sequence of events) Take turns in conversation | | <p>Vocabulary:</p> <ul style="list-style-type: none"> Arrange Beginning Drama End Flashback Flash forward Middle Sequence | |
| <p>Resources:</p> <ul style="list-style-type: none"> Instructional modules/strategies: <ul style="list-style-type: none"> Teachnology: Order of Events and Sequence Worksheets EReading Worksheets: Chronological Order | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

- [ThoughtCo. Lifelong Learning: Chronological Order](#)
- [Study.com-What is Chronological Order? Definition, Example, Video Lesson](#)
- **Books**
 - [CPALMS Language Arts Access Points](#)
 - [Washington English Language Arts Access Point Frameworks](#)
 - [CAST UDL Exchange](#)
 - [UNC Center for Literacy and Disability Studies](#)
 - [Tar Heel Reader –a collection of free, easy-to-read, and accessible books](#)
 - [Literacy for children with combined Vision and Hearing Loss](#)
 - [National and State Collaborative Wiki](#)—instruction aligned to College and Career Ready Standards
 - [Teachnology: Order of Events and Sequence Worksheets](#)
 - [EReading Worksheets: Chronological Order](#)
 - [ThoughtCo. Lifelong Learning: Chronological Order](#)
 - [Study.com-What is Chronological Order? Definition, Example, Video Lesson](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

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| <p>Standard: EE.RL.9-10.6. Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.</p> | | <p>Performance Objectives: EE.RL.9-10.6.a Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experiences (e.g., after reading a story about a person in another county (e.g., Crow Boy), compare and contrast the life of the character with one’s own life). EE.RL.9-10.6.b Identify differences in experiences of a character in a story or drama from outside the U.S. EE.RL.9-10.6.c Determine an author’s point of view and determine the author’s purpose in one or more texts.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RL.9-10.6.a (A) Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experiences (e.g., after reading a story about a person in another county (e.g., Crow Boy), compare and contrast the life of the character with one’s own life).</p> | <p>EE.RL.9-10.6.a (B) Connect the experiences of characters in a story or drama from outside the U.S. with personal experience (e.g., list festive or daily living activities of characters from text and decide which ones are similar or different).</p> | <p>EE.RL.9-10.6.a (C) Connect a person to an event or idea (e.g., Martin Luther King and the Civil Rights Movement).</p> | |
| <p>EE.RL.9-10.6.b (A) Identify differences in experiences of a character in a story or drama from outside the U.S.</p> | <p>EE.RL.9-10.6.b (B) Given a list of experiences, identify those that the character in the book experienced.</p> | <p>EE.RL.9-10.6.b (C) Identify a character on a video, in a book, or in a magazine who is doing something familiar.</p> | |
| <p>EE.RL.9-10.6.c (A) Determine an author’s point of view and determine the author’s purpose in one or more text.</p> | <p>EE.RL.9-10.6.c (B) Given a situation or event and at least two characters, narrate the event to demonstrate the point of view of the characters.</p> | <p>EE.RL.9-10.6.c (C) Recognize facts presented by an author.</p> | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

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| <p>Real World Connections:</p> <ul style="list-style-type: none">• Obtaining a passport• Obtaining forms of identification for student transition portfolio (birth certificate, etc.)• Using student identification in the school setting• Sharing a family tradition• Understanding different cultures (Cultural Awareness)• Being respectful of different cultures | <p>Vocabulary:</p> <ul style="list-style-type: none">• Culture• Character• Compare• Contrast• Different• Equality• Experiences• Past• Point of view• Same |
| <p>Resources:</p> <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ ELA Common Core lesson Plans: Teaching Point of View in Literature○ Ereading: Teaching Point of View This website provides examples for classifying between different points of view as well as different activities to use in the classroom.○ EReading Worksheets: Point of View○ EReading Worksheets: Point of View Practice Questions○ Identifying the Narrator--In this Learn Zillion video, students learn how to identify the narrator in a text.○ Point of View and Narrator's Perspective Lesson—This YouTube video explains how to distinguish between different points of view.○ Point of View Picture Books—This site provides a sample list of books teachers can use for teaching students about point of view in a literary text.○ Point of View Study Unit—Although these three lessons are classified as third grade lessons, teachers can easily repeat this process at a higher grade level.○ Teaching Point of View with Two Bad Ants—This two-day lesson teaches students about characters' point of view using Chris Van Allsburg's text, <i>Two Bad Ants</i>.• Books<ul style="list-style-type: none">○ CPALMS Language Arts Access Points○ Washington English Language Arts Access Point Frameworks○ CAST UDL Exchange○ UNC Center for Literacy and Disability Studies○ Tar Heel Reader –a collection of free, easy-to-read, and accessible books○ Literacy for children with combined Vision and Hearing Loss○ National and State Collaborative Wiki—instruction aligned to College and Career Ready Standards | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Craft and Structure

- [ELA Common Core lesson Plans: Teaching Point of View in Literature](#)
- [Ereading: Teaching Point of View](#) This website provides examples for classifying between different points of view as well as different activities to use in the classroom.
- [EReading Worksheets: Point of View](#)
- [EReading Worksheets: Point of View Practice Questions](#)
- [Identifying the Narrator](#)--In this Learn Zillion video, students learn how to identify the narrator in a text.
- [Point of View and Narrator's Perspective Lesson](#)—This YouTube video explains how to distinguish between different points of view.
- [Point of View Picture Books](#)—This site provides a sample list of books teachers can use for teaching students about point of view in a literary text.
- [Point of View Study Unit](#)—Although these three lessons are classified as third grade lessons, teachers can easily repeat this process at a higher grade level.
- [Teaching Point of View with Two Bad Ants](#)—This two-day lesson teaches students about characters' point of view using Chris Van Allsburg's text, *Two Bad Ants*.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Range of Reading and Level Text Complexity

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| Standard: EE.RL.9-10.7. Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). | Performance Objectives: EE.RL.9-10.7.a Identify two similarities and two differences in a subject or topic in two different artistic mediums (e.g., compare a video cartoon to a comic book containing the same story. “What is the same/different?”). | |
| I Can Statements | | |
| MOST COMPLEX ← → LEAST COMPLEX | | |
| EE.RL.9-10.7.a (A) Identify two similarities and two differences in a subject or topic in two different artistic mediums (e.g., compare a video cartoon to a comic book containing the same story. “What is the same/different?”). | EE.RL.9-10.7.a (B) Identify two similarities in a subject or topic in two different artistic mediums (e.g., compare a video cartoon to a comic book containing the same story. “What is the same?”). | EE.RL.9-10.7.a (C) Identify an illustration that depicts the topic of a poem (e.g., given two illustrations, identify the one that depicts the topic of a poem read aloud). |
| Real World Connections: <ul style="list-style-type: none">• Comparing grocery fliers to products on store shelves• Following directional signs to a designated location• Downloading song lyrics and interpret the meaning of the song• Listing pros and cons for decision making• Choosing trustworthy friends | Vocabulary: <ul style="list-style-type: none">• Artistic• Cartoon• Contrast• Compare• Comic Book• Illustration• Lyric• Medium• Poem• Song• Subject• Story• Topic• Video | |
| Resources: <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ NCTM Illuminations: Lessons: Shapes and Poetry○ Eduscapes.Digital Activity: Pick a Photo to “Read”○ Read Write Think NCTE Lesson Plan: Get the Reel Scoop: Comparing Books to Movies | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Range of Reading and Level Text Complexity

- [Goalbook Pathways: ELA: Compare Two Different Mediums](#)
- **Books**
 - [CPALMS Language Arts Access Points](#)
 - [Washington English Language Arts Access Point Frameworks](#)
 - [CAST UDL Exchange](#)
 - [UNC Center for Literacy and Disability Studies](#)
 - [Tar Heel Reader –a collection of free, easy-to-read, and accessible books](#)
 - [Literacy for children with combined Vision and Hearing Loss](#)
 - [National and State Collaborative Wiki](#)—instruction aligned to College and Career Ready Standards
 - [NCTM Illuminations: Lessons: Shapes and Poetry](#)
 - [Eduscapes.Digital Activity: Pick a Photo to “Read”](#)
 - [Read Write Think NCTE Lesson Plan: Get the Reel Scoop: Comparing Books to Movies](#)
 - [Goalbook Pathways: ELA: Compare Two Different Mediums](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Range of Reading and Level Text Complexity

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| Standard: EE.RL.9-10.9. Identify when an author references one text to another text. | Performance Objectives: EE.RL.9-10.9.a Determine how an author has drawn upon or included references to another text (e.g, relate information from a previous book in a series to a later book in the same series). | |
| I Can Statements | | |
| MOST COMPLEX ←—————→ LEAST COMPLEX | | |
| EE.RL.9-10.9.a (A) Determine how an author has drawn upon or included references to another text (e.g., relate information from a previous book in a series to a later book in the same series). | EE.RL.9-10.9.a (B) Identify parts of two texts that are similar (e.g., after reading two stories on similar topics, identify parts of the texts that are the same. Ex. Given two stories about the same character, identify parts of the texts that are the same.). | EE.RL.9-10.9.a (C) Identify two books on the same topic. |
| Real World Connections: <ul style="list-style-type: none">• Understand how characters feel and the motivation behind their actions• Access information using multiple sources (e.g., newspaper, TV, internet) to review weather, upcoming movies, job listings, housing, breaking news• Understand real world connections to textual information• Use public access as a resource for multiple sources• Draw from prior knowledge or experience to make decisions | Vocabulary: <ul style="list-style-type: none">• Character• Draws upon• Events• Evidence• References• Series• Source material• Theme• Transform• Topic | |
| Resources: <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ Goalbook Pathways: ELA: References to Classic Works• Books<ul style="list-style-type: none">○ CPALMS Language Arts Access Points | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Range of Reading and Level Text Complexity

- [Washington English Language Arts Access Point Frameworks](#)
- [CAST UDL Exchange](#)
- [UNC Center for Literacy and Disability Studies](#)
- [Tar Heel Reader –a collection of free, easy-to-read, and accessible books](#)
- [Literacy for children with combined Vision and Hearing Loss](#)
- [National and State Collaborative Wiki](#)—instruction aligned to College and Career Ready Standards
- [Goalbook Pathways: ELA: References to Classic Works](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Literature)

CONCEPT: Range of Reading and Level Text Complexity

Standard:

EE.RL.9-10.10. Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.

(NOTE: **This Essential Element references all of the EE.RI.9-10 elements described above.)

Performance Objectives:

(NOTE: **This Essential Element references all of the EE.RL.9-10 elements described above.)

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| Standard: EE.RI.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferentially. | | Performance Objectives: EE.RI.9-10.1.a Cite textual evidence to support analysis of what the text says explicitly. EE.RI.9-10.1.b Identify details to support an inference in the text and cite the text that supports the inference. EE.RI.9-10.1.c Determine which citations demonstrate what the text says explicitly. EE.RI.9-10.1.d Identify words from a text by retelling details from a text. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.RI.9-10.1.a (A) Cite textual evidence to draw inferences from the text. | EE.RI.9-10.1.a (B) Using a graphic organizer such as a two-column chart with headings, cite text that demonstrates what the text says explicitly and cite text that supports an inference. | EE.RI.9-10.1.a (C) Given a citation and an inference from an informational text, determine which is a citation and which is an inference. | |
| EE.RI.9-10.1.b (A) Identify details to support an inference in the text and cite the text that supports the inference. | EE.RI.9-10.1.b (B) After a teacher lead discussion of the text, identify which of several teacher selected quotes support a given inference from a text. | EE.RI.9-10.1.b (C) From provided samples, choose a text that supports an inference and select other samples that cite explicit text. | |
| EE.RI.9-10.1.c (A) Determine which citations demonstrate what the text says explicitly after the teacher reads two or three quotes from the text. | EE.RI.9-10.1.c (B) Underline the explicit text that tells how a task should be completed with visual cueing by the teacher. | EE.RI.9-10.1.c (C) Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. | |
| EE.RI.9-10.1.d (A) Identify words in a text by retelling details from a text. | EE.RI.9-10.1.d (B) Given a choice of two quotes indicate which quote comes from the text. | EE.RI.9-10.1.d (C) Given a quote, identify words that come from the text. | |
| Real World Connections: <ul style="list-style-type: none"> • Discuss TV commercials and advertising • Tell if information about a product in a commercial is believable or not • Infomercials (You Tube videos; “Is it as good as it says?”) • Sequence events in real life | | Vocabulary: <ul style="list-style-type: none"> • Analyze • Assume • Cite • Citation • Demonstrate • Guess • Infer • Informal text • Paraphrase • Quote | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

- Draw inferences from words and phrases used in everyday life
- Understand explicit words and phrases used in everyday life
- Understand how things are alike and different
- Recognize how interactions between people effect events that follow.
- Interpret pictures of facial expressions / body language
- Categorize objects
- Decode skills to interpret words, phrases, and passages in everyday life
- Use a graphic organizer such as a two-column chart with the headings
- Gain new information from text for pleasure and functional use in everyday life

- Detail
- Direct and Indirect quotes
- Evidence
- Explicit
- Textual evidence
- Reason
- Relates
- Sequence
- Support

Resources:

• **Instructional modules/strategies:**

- [How to Make an Inference in 5 Easy Steps](#): ThoughtCo.com is an education website that launched in March of 2017 and is part of the IAC family of websites. This particular webpage provides information on “How to Make an Inference in 5 Easy Steps Using Evidence to Support Your Inference.”
- [Inferential Reading Comprehension Considerations Packet](#): William & Mary Training & Technical Assistance Center Williamsburg, VA
- [Major Elements of Explicit and Implicit Meaning](#): Smart Exchange –Free Membership:

• **Books**

- [Tar Heel Reader](#): a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

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| <p>Standard: EE.RI.9-10.2. Determine the central idea of the text and select details to support it.</p> | | <p>Performance Objectives: EE.RI.9-10.2.a State the central idea of a text with supporting details. EE.RI.9-10.2.b Identify a theme or central idea of a text using a story map and visual representations of the text. EE.RI.9-10.2.c Identify a detail from the text.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RI.9-10.2.a (A) State the central idea of a text with supporting details.</p> | <p>EE.RI.9-10.2.a (B) Identify the main idea in a text and connect it to supporting details.</p> | <p>EE.RI.9-10.2.a (C) Identify details as part of a larger topic.</p> | |
| <p>EE.RI.9-10.2.b (A) Determine themes or central ideas of a text and provide a basic summary.</p> | <p>EE.RI.9-10.2.b Identify a simple theme in a narrative and two supporting details.</p> | <p>EE.RI.9-10.2.b Given an excerpt from a text and a choice of topics, determine the topic of text.</p> | |
| <p>EE.RI.9-10.2.c (A) Identify details from the text to support a topic.</p> | <p>EE.RI.9-10.2.c (B) Identify two details from a text to support a topic.</p> | <p>EE.RI.9-10.2.c (C) When given the topic of a text, identify or retell a detail from a text to support the given topic.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Read a letter/email • Read a newspaper and discuss • Read a manual/set of instructions • Comprehend newspapers, magazines, books and other real world print • Follow safety instructions and signs • Figure out written instructions or directions • Recognize the purpose in dialogue. | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Central ideas • Choose • Detail • Determine • Directions • Facts • Identify • Information • Main • Media • Reinforce • Predominant • Safety • Select • Substantiate • Summarize • Support • Text • Theme • Verify • Validate | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

Resources:

• **Instructional modules/strategies:**

- [Lesson Plan: “Main Idea-Think about Three Questions”](#): CPALMS – an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions.
- [Lesson Plan Module: “Analyzing Main Ideas and Supporting Details-Growing Up Digital”](#): ELA Education - a collaboration between The Harvard Graduate School of Education and Outward Bound USA to create classrooms where teachers can fulfill their highest aspirations and students achieve more than they think possible, becoming active contributors to building a better world.
- [Main Idea Lesson Plans and Lesson Ideas](#): BrainPop.com a collection of movies, learning games, quizzes and other resources.
- [Video - 3rd Grade ELA Lesson on Finding the Main Idea](#): Teaching Channel – Free Membership offered

• **Checklists**

- [Main Idea Checklist](#) (Note: page 5 of this pdf “Main Idea Checklist” is to guide classroom discussion) Lesson Plan from the 2008-09 IDEA Catalog of Excellence

• **Videos**

- [“How to Explain the Main Point through Supporting Details”](#): Study.com for teachers.

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| <p>Standard: EE.RI.9-10.3. Determine logical connections between individuals, ideas, or events in a text.</p> | | <p>Performance Objectives: EE.RI.9-10.3.a Identify logical connections between individuals, ideas, or events in a text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut). EE.RI.9-10.3.b Connect two or more facts/details based on an idea, event, or relationship. EE.RI.9-10.3.c Order events or ideas from a text. EE.RI.9-10.3.d Restate a fact/detail from a text.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RI.9-10.3.a (A) Identify logical connections between individuals, ideas, or events in a text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut).</p> | <p>EE.RI.9-10.3.a (B) Explain how one idea in a text affects another.</p> | <p>EE.RI.9-10.3.a (C) Select pictures, from an array that show cause and effect.</p> | |
| <p>EE.RI.9-10.3.b (A) Connect two or more facts/details based on an idea, event, or relationship.</p> | <p>EE.RI.9-10.3.b (B) Identify a relationship, idea, or event that is connected to a fact/detail.</p> | <p>EE.RI.9-10.3.b (C) When given a fact/detail, match it to the relationship, idea, or event that it describes.</p> | |
| <p>EE.RI.9-10.3.c (A) List events or ideas from a text in chronological order.</p> | <p>EE.RI.9-10.3.c (B) Arrange events or ideas in chronological order.</p> | <p>EE.RI.9-10.3.c (C) When given a three-part event from a text, identify the beginning, middle, and end.</p> | |
| <p>EE.RI.9-10.3.d (A) Restate a fact/detail from a text.</p> | <p>EE.RI.9-10.3.d (B) Select facts/details from a text using pictures, illustrations, or verbal descriptions.</p> | <p>EE.RI.9-10.3.d (C) Identify pictures or illustrations connected to a text, story, or topic.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Compare the events from the story to their own lives • Understand sequence and events in everyday life • Understand how characters feel and the motivation behind their actions. • Choose and read/watch a book/video game | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Cause • Connection • Compare • Contrast • Detail • Event • Idea • Individual • Logical • Sequence | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

- Understand logical connections between events and actions in everyday life
- Understand how things are alike and different
- Recognize the relationship between information and events that follow
- Use details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day)

- Determine
- Effect
- Text

Resources:

• **Instructional modules/strategies:**

- [Comprehension Strategies Making Connections](#): Support materials containing a synthesis of material from a variety of online and printed sources designed to support the Northern Adelaide Region Comprehension focus.
- [Determining Importance: Helping Students Recognize Important Points in Content Text](#): Teaching resources provided through the Ohio State University Beyond Penguins and Polar Bears Online Magazine.
- [“Game on: Finding the Central Idea”](#): An online tutorial from CPALMS – an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions.
- [Making Connections during Reading](#): From an online blog “The Measured Mom” that offers tools for teaching.
- [Lesson Plan: Inferring How and Why Characters Change](#): Read Write Think Classroom Resources from the National Council of Teachers of English

• **Books**

- *Strategies That Work* by Stephanie Harvey and Anne Goudvis This book presents a variety of practical ways to promote thinking while reading through authentic response options. This book includes examples of student work and instructional reading strategies

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| <p>Standard: EE.RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.</p> | | <p>Performance Objectives: EE.RI.9-10.4.a Define words and phrases as they are used in a text, including idioms, analogies, or figurative languages. EE.RI.9-10.4.b Describe the meaning of selected words or phrases used in informational text. EE.RI.9-10.4.c Define selected words from a text.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RI.9-10.4.a (A) Define words and phrases as they are used in a text, including idioms, analogies, or figurative languages.</p> | <p>EE.RI.9-10.4.a (B) Select figurative language in a text including idioms, analogies, or figurative languages</p> | <p>EE.RI.9-10.4.a (C) Match figurative language to pictures showing how it is used in the text.</p> | |
| <p>EE.RI.9-10.4.b (A) Describe the meaning of selected words and phrases used in informational text.</p> | <p>EE.RI.9-10.4.b (B) Connect words and phrases from a text with pictures or illustrations depicting their meaning.</p> | <p>EE.RI.9-10.4.b (C) Connect words and phrases from a text to pictures or illustrations.</p> | |
| <p>EE.RI.9-10.4.c (A) Define selected words from a text.</p> | <p>EE.RI.9-10.4.c (B) Using words from a text, connect the words to pictures depicting how the words are being used within the text.</p> | <p>EE.RI.9-10.4.c (C) Match words from a text to pictures to demonstrate an understanding of meaning.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Understanding words and phrases used in everyday life • Decoding skills to interpret idioms, analogies, and figures of speech used in everyday life • Personal Decision Making • Social Media Postings • Asking for clarification when not sure • Playing Pictionary, Scategories, etc. • Recognizing homonyms • Understanding how word choice impacts the meaning of communications | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Analogy • Contrast • Consequence • Determine • Difference • Equal • Expression • Figures of Speech • Figurative Language • Idiom • Infer • Likeness • Meaning • Predict • Phrases • Relation • Say • Sequence • Similar • Technical meanings • Text | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

- Reading for leisure and recreational purposes (i.e. magazine, social media, etc.)

- Language

- Words

Resources:

- **Instructional modules/strategies:**

- [Figurative Language Worksheets](#): EReadingWorksheets.com provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards.
- [Idioms by Kids Website](#): Over 1000 pictures of idioms that portray the literal meaning.
- [Figurative Language Definitions and Illustrations](#): Mrs. Warner's 4th Grade Classroom Website
- [Lesson Plan "Determining Word meanings: Figurative, Connotative, and Technical"](#): ELA Stars Lesson Plan by Curriculum Associates LLC
- [Figures of Speech Definition and Examples](#): LiteraryTerms.net

- **Checklists**

- [Idiom Worksheet and Tests](#): EReadingWorksheets.com provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards.

- **Videos**

- [Figurative Language Video and Quiz](#): YouTube Video

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| <p>Standard: EE.RI.9-10.5. Locate sentences that support an author’s central idea or claim.</p> | | <p>Performance Objectives: EE.RI.9-10.5.a State the author’s claim and identify which sentences from an informational text support the claim. EE.RI.9-10.5.b Identify sentences in a text that support, define, or explain the author’s central idea or claim. EE.RI.9-10.5.c State the author’s claim from an informational text. EE.RI.9-10.5.d List three facts/details from a text.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RI.9-10.5.a (A) State the author’s central idea or claim and identify which sentences from an informational text support the claim.</p> | <p>EE.RI.9-10.5.a (B) When given the central idea or claim of an informational text, identify two or more words, phrases, or statements that support, define, or explain the author’s central idea or claim.</p> | <p>EE.RI.9-10.5.a (C) When given words, phrases, or statements from an informational text, identify the words, phrases, or statements that support, define, or explain the author’s central idea or claim.</p> | |
| <p>EE.RI.9-10.2.b (A) Identify at least two sentences from an informational text that support, define, or explain the author’s central idea or claim.</p> | <p>EE.RI.9-10.2.b (B) Identify a word, phrase, or statement from informational text that support, define, or explain the author’s central idea or claim.</p> | <p>EE.RI.9-10.2.b (C) Select pictures that support, define or explain the author’s central idea or claim.</p> | |
| <p>EE.RI.9-10.5.c (A) State the author’s claim from an informational text.</p> | <p>EE.RI.9-10.5.c (B) Select the author’s central idea or claim using pictures, illustrations, or verbal descriptions.</p> | <p>EE.RI.9-10.5.c (C) Select the author’s central idea or claim using pictures.</p> | |
| <p>EE.RI.9-10.5.d (A) List three facts/details from a text.</p> | <p>EE.RI.9-10.3.d (B) Using a graphic organizer to sort facts and details from a text.</p> | <p>EE.RI.9-10.3.d (C) Identify facts/details from a text using pictures or illustrations.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Comprehending newspapers, magazines, books, and other real world print • Comprehending written documents, such as contracts, lease agreements, etc. • Comprehending written texts as it relates to everyday life • Using information from texts to understand circumstances in everyday life | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Author • Detail • Locate • Identify • Support • Central idea • Central claim • Sentence | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

- Discerning strengths and weaknesses
- Understanding learning intentions and success criteria
- Evaluating advertisements
- Making a convincing argument (i.e., I want to go to the prom – Reasons why/why not)
- Knowing the lingo of the environment (acronyms, subject terms, work requests)
- Reading for leisure and recreational purposes (magazine, newspaper, social media, etc.)

Resources:

- **Instructional modules/strategies:**

- [Ohio State University: Beyond Penguins and Polar Bears website - Determining Importance: Helping Students Recognize Important Points in Content Text](#)
- [The Brown Bag Teacher: Paragraph Writing in 1st and 2nd Grade](#)
- [SAS-Standards Aligned System \(Pennsylvania Department of Education\) Lesson Plan: Analyzing Text Structures and Synthesizing Information in Nonfiction Texts](#)

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| <p>Standard: EE.RI.9-10.6. Determine author’s point of view and compare with own point of view.</p> | | <p>Performance Objectives: EE.RI.9-10.6.a Explain similarities and differences in author’s point of view (perspective) and my personal point of view. EE.RI.9-10.6.b Determine an author’s point of view and compare to personal point of view on the same topic. EE.RI.9-10.6.c Determine an author’s purpose or point of view. EE.RI.9-10.6.d Identify resource based on its topic or purpose.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RI.9-10.6.a (A) Explain the similarities and difference in the author’s point of view or perspective and my personal point of view.</p> | <p>EE.RI.9-10.6.a (B) Identify supporting details that indicate the author’s point of view and determine similarities in personal point of view and the author’s.</p> | <p>EE.RI.9-10.6.a (C) Given a situation or controversial topic, identify my own point of view.</p> | |
| <p>EE.RI.9-10.6.b (A) State if my point of view or perspective is the same or different from the author’s point of view of perspective.</p> | <p>EE.RI.9-10.6.b (B) List characteristics of my personal point of view or perspective and characteristics of the author’s point of view or perspective.</p> | <p>EE.RI.9-10.6.b (C) Select pictures, illustrations and verbal descriptions that show my perspective about the author’s point of view.</p> | |
| <p>EE.RI.9-10.6.c (A) State the author’s point of view or perspective after reading a passage.</p> | <p>EE.RI.9-10.6.c (B) List characteristics of the author’s point of view or perspective after reading a passage.</p> | <p>EE.RI.9-10.6.c (C) Identify facts presented by an author.</p> | |
| <p>EE.RI.9-10.6.d (A) Locate a resource based by topic or purpose.</p> | <p>EE.RI.9-10.6.d (B) Request a resource by topic or purpose.</p> | <p>EE.RI.9-10.6.d (C) Select a resource by topic or purpose</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Understanding points of view • Embracing cultural, political, etc. differences • Determining someone’s opinion or point of view • Making decisions based upon facts and my point of view • Conflict resolution | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Agree • Author • Characteristics • Claim • Compare • Contrast • Options • Personal • Purpose • Point of view • Resource | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Craft and Structure

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| <ul style="list-style-type: none">• Self-Advocacy | <ul style="list-style-type: none">• Determine• Differences• Disagree• Informational• Opposite• Opposing | <ul style="list-style-type: none">• Similarities• Specific• Support• Text• Topic |
| <p>Resources:</p> <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ Point of view Graphic organizers: Teaching Made Practical Resources for Upper Elementary is a website that provides ideas, resources, and products that maximize student learning.○ Lesson Plan Comparing Points of View: Idaho State Department of Education materials Bank.○ Point of View Instructional Activities: Teaching made practical Resources for Upper Elementary○ Author's Perspective Lessons: Syracuse City Schools District○ Point of View Worksheets: E Reading Worksheets• Checklists<ul style="list-style-type: none">○ Point of View Worksheets: K12 Reader Reading Instruction Resources• Videos<ul style="list-style-type: none">○ Determine the author's point of view and distinguish it from your own instructional video: Learnzillion.com Lesson Plans○ Author's Point of View for School Kids Video: YouTube video by USATestPrep.com○ Clarify Purpose versus Point of View versus Perspective: Smekens Education Solutions, Inc. | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Integration of Knowledge and Ideas

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| <p>Standard: EE.RI.9-10.7. Analyze two accounts of a topic/subject told in different mediums to determine how they are the same and different.</p> | | <p>Performance Objectives: EE.RI.9-10.7.a 4. Analyze two accounts of a topic/subject told in different mediums to determine how they are the same and different (e.g., poetry and illustration). EE.RI.9-10.7.b Organize the details/facts about a topic/subject from two different mediums into a list of similarities and a list of differences. EE.RI.9-10.7.c Locate a second text about the same topic/subject from a previously read article. EE.RI.9-10.7.d State/name/retell the topic/subject of an article.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.RI.9-10.7.a (A) Compare and contrast a topic/subject represented in two different mediums (e.g., compare and contrast a poem to a painting that was inspired by the poem).</p> | <p>EE.RI.9-10.7.a (B) List similarities of differences in a topic/subject found in two different mediums (e.g. poetry and illustration).</p> | <p>EE.RI.9-10.7.a (C) Select pictures that represent a subject found in two different resources.</p> | |
| <p>EE.RI.9-10.7.b (A) Organize the details/facts about a topic/subject from two different mediums into a list of similarities and a list of differences.</p> | <p>EE.RI.9-10.7.b (B) Make two separate lists of details/facts about a topic/subject, one list from one medium and the other list derived from a different medium.</p> | <p>EE.RI.9-10.7.b (C) Identify one similarity and one difference in a subject using two different mediums using pictures or illustrations.</p> | |
| <p>EE.RI.9-10.7.c (A) Locate a second text about the same topic/subject from a previously read article</p> | <p>EE.RI.9-10.7.c (B) Match a topic/subject with a previously read article using pictures, illustrations, or verbal descriptions.</p> | <p>EE.RI.9-10.7.c (C) Match a topic/subject with a related medium using pictures.</p> | |
| <p>EE.RI.9-10.7.d (A) State/name/retell the topic/subject of an article.</p> | <p>EE.RI.9-10.7.d (B) Identify a subject by selecting pictures, illustrations, or verbal descriptions.</p> | <p>EE.RI.9-10.7.d (C) Identify a subject using pictures, illustrations, or verbal descriptions.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Choosing the right medium for communicating • Making real world connections • Making choices • Making compromises | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Choices • Compare • Contrast • Difference • Medium • Painting • Photograph • Problem solving | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Integration of Knowledge and Ideas

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| <ul style="list-style-type: none">• Determining the importance of messages using various mediums• Understanding printed or electronic information as it relates to personal finance, health, etc.• Using the library's multiple resources• Using various mediums of communication• Making decisions based on fact and one's point of view• Conflict resolution• Understanding feedback when presented with accounts of the same subject in different medium• Making real world choices as to which details to emphasize, marginalize, or exclude• Analyzing print, non-print, and digital text for relevant details that relate to real life circumstances• Using auxiliary devices with TV/computer (e.g., scanner, printer, camera, phone, DVD player, Wii) | <ul style="list-style-type: none">• Derive• Emphasize• Exclude• Format• Informational message• Meaning• Media | <ul style="list-style-type: none">• Passage• Recognize• Similarity• Sources• Text• Video |
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Resources:

- **Instructional modules/strategies:**
 - [Types of Communication Medium](#) Informational Webpage from The Communication Toolbox
 - [Compare and Contrast Information from Multiple Sources Wolong's Pandas Lesson Plan](#): PBS Learning Media™ basic service is free for PreK-12 educators. It offers direct access to thousands of classroom-ready, curriculum-targeted digital resources. The resources are aligned to Common Core and national standards and include videos and interactives, as well as audio, documents, and in-depth lesson plans. You can browse by standards, grade level, subject area, and special collections.
 - [Compare and Contrast Information Across Sources Lesson Plan](#): Education.com, Inc. Create an account for limited free access to these instructional resources.
 - [Analyze Different Accounts of a Subject](#): Goalbook Toolkit Instructional Resources
 - [Analyze a Subject in Two Different Artistic Mediums](#): OpenEd.com using Google Classroom
- **Videos**
 - [How to Compare and Contrast Elements of a Passage Instructional Video](#): Study.com offers access to video lessons and instructional resources.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Integration of Knowledge and Ideas

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| Standard: EE.RI.9-10.8. Determine how the specific claims support the argument made in an informational text. | | Performance Objectives: EE.RI.9-10.8.a Use evidence and statements to support an argument made in informational text. EE.RI.9-10.8.b Describe statements that support an argument made in an informational text. EE.RI.9-10.8.c Identify a detail or fact from an informational text. EE.RI.9-10.8.d Recognize an event described in an informational text. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.RI.9-10.8.a (A) Describe evidence and statements that support an argument made in an informational text. | EE.RI.9-10.8.a (B) Identify two statements that support an argument made in an informational text. | EE.RI.9-10.8.a (C) Given two statements, identify which statement supports an argument from an informational text. | |
| EE.RI.9-10.8.b (A) State details or facts that support an argument made in an informational text. | EE.RI.9-10.8.b (B) Select details or facts that support an argument made in an informational text using pictures, illustrations, or verbal descriptions. | EE.RI.9-10.8.b (C) Identify whether a character supports or opposes given arguments. | |
| EE.RI.9-10.8.c (A) Identify a detail or fact from the passage using words, phrases, or illustrations. | EE.RI.9-10.8.c (B) Select a detail or fact from the passage from multiple choices of words, phrases, or illustrations. | EE.RI.9-10.8.c (C) 1. Select pictures that demonstrate a detail or fact from a passage. | |
| EE.RI.9-10.8.d (A) Restate an event described in an informational text. | EE.RI.9-10.8.d (B) Select pictures, illustrations, or verbal descriptions of an event described in an informational text. | EE.RI.9-10.8.d (C) Identify an event described in informational text using pictures or illustrations. | |
| Real World Connections: <ul style="list-style-type: none"> • Use evidence to support own opinion • Develop effective argument with claims • Express opinion respectfully and listen to others' opinion • Realize that what he or she is thinking or viewing may or may not be the same as what other people see or think • Understand how one's concept of the world affects how they | | Vocabulary: <ul style="list-style-type: none"> • Argument • Advocacy • Citizenship • Claim • Detail • Determine • Event | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Integration of Knowledge and Ideas

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| <p>interpret things</p> <ul style="list-style-type: none">• Understand how others' opinions can be based upon information• Understand the relationship between events, ideas/concepts, or procedural steps using language that reflects time, sequence, and cause/effect• Understand informational text used in everyday life• Problem solving for everyday situations (e.g., rehearsal, confrontation, rejection, constructive criticism)• Voting process | <ul style="list-style-type: none">• Evidence• Fact• Informational text• Passage• Rights• Restate• Responsibilities• Statements• Support |
| <p>Resources:</p> <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ Reading: Informational Text - Key Ideas and Details: Better Lesson.com provides Professional Development Programs, free lesson plans and instructional resources.○ Lesson Plan: Informational Text: Conclusions and Opinions - Fact vs. Opinion | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts
 DOMAIN: Reading (Informational Text)
 CONCEPT: Integration of Knowledge and Ideas

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| Standard: EE.RI.9-10.9. Make connections between texts with related themes and concepts. | | Performance Objectives: EE.RI.9-10.9.a Analyze arguments made by two different texts with related themes and concepts. EE.RI.9-10.9.b Find one similarity and one difference in arguments made by two different texts on the same topic. EE.RI.9-10.9.c Convey the theme/concept of an informational text. EE.RI.9-10.9.d Identify facts or details from two informational texts on the same topic. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.RI.9-10.9.a (A) Compare and contrast arguments made by two different texts on the same topic. | EE.RI.9-10.9.a (B) Given two different texts on the same topic, cite one similarity and one difference. | EE.RI.9-10.9.a (C) Pick one similar argument made in two different texts when given two choices. | |
| EE.RI.9-10.9.b (A) Tell one similarity and one difference in arguments made by two different texts on the same topic. | EE.RI.9-10.9.b (B) Select one connection between texts with related themes from two choices. | EE.RI.9-10.9.b (C) Select two books or texts on the same topic. | |
| EE.RI.9-10.9.c (A) State the theme/concept of two informational texts. | EE.I.9-10.9.c (B) State the theme/concept of one informational text. | EE.RI.9-10.9.c (C) Retell the theme/concept of one informational text using pictures or illustrations. | |
| EE.RI.9-10.9.d (A) List facts or details from two informational texts on the same topic. | EE.RI.9-10.9.d (B) List facts or details from one informational text. | EE.RI.9-10.9.d (C) Select pictures or illustrations that show facts and details of an informational text. | |
| Real World Connections: <ul style="list-style-type: none"> • Understand facts presented and how they relate to everyday life • Understand themes and concepts in everyday life • Understand reality versus fantasy • Differentiate between real and unreal themes or concepts in everyday life | | Vocabulary: <ul style="list-style-type: none"> <li style="width: 50%;">• Argument <li style="width: 50%;">• Real <li style="width: 50%;">• Categorize <li style="width: 50%;">• Related <li style="width: 50%;">• Compare and contrast <li style="width: 50%;">• Significance <li style="width: 50%;">• Concepts <li style="width: 50%;">• Informational <li style="width: 50%;">• Connections <li style="width: 50%;">• Purpose | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Integration of Knowledge and Ideas

| | | |
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| <ul style="list-style-type: none">• Understand lessons and morals in everyday life• Self-Advocacy of rights and responsibilities• Volunteer• Know when to say no (Rights) | <ul style="list-style-type: none">• Content• Details• Difference• Document• Facts• Historic | <ul style="list-style-type: none">• Similarity• Unreal• Themes• Topic |
| <p>Resources:</p> <ul style="list-style-type: none">• Instructional modules/strategies:<ul style="list-style-type: none">○ Determining Themes and Central Ideas Powerpoint: Word Press Website○ Central Idea vs Theme PowerPoint: Public Schools of Robeson County, North Carolina○ Teaching Strategy Guide Making Connections: Read Write Think Classroom Resources from the National Council of Teachers of English○ Teaching Strategy Guide: Text-to-Text, Text-to-Self, Text-to-World: Facing History and Ourselves organization - a nonprofit international educational and professional development organization.○ Comprehension Strategies Making Connections: Public Schools of Roberson County North Carolina○ Mark It Up! Questioning and Making Connections: Sample instructional material from School Turn Around Learning Community – a project of the Center on School Turnaround at WestEd.• Videos<ul style="list-style-type: none">○ Compare and Contrast Strategy in a Classroom YouTube Video | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Informational Text)

CONCEPT: Integration of Knowledge and Ideas

Standard:

EE.RI.9-10.10. Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

(NOTE: **This Essential Element references all of the EE.RI.9-10 elements described above.)

Performance Objectives:

(NOTE: **This Essential Element references all of the EE.RI.9-10 elements described above.)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Writing)

CONCEPT: Text Types and Purposes

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| <p>Standard: EE.W.9-10.1. Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it b. N/A c. N/A d. N/A e. N/A</p> | | <p>Performance Objectives: EE.W.9-10.1.a Write a claim and a reason. EE.W.9-10.1.b Write to express an opinion on a topic with supporting information and a concluding statement. EE.W.9-10.1.c Write an argument to support claims with one clear reason and a piece of evidence.</p> | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.W.9-10.1.a (A) Write a claim and a reason. | EE.W.9-10.1.a (B) Given two claims, choose a claim and give a reason to support the claim. | EE.W.9-10.1.a (C) Given two claims, choose a claim. | |
| EE.W.9-10.1.b (A) Write to express an opinion on a topic with supporting information and a concluding statement. | EE.W.9-10.1.b (B) Express an opinion on a topic with supporting information. | EE.W.9-10.1.b (C) Express an opinion. | |
| EE.W.9-10.1.c (A) Write an argument to support claims with one clear reason and a piece of evidence. | EE.W.9-10.1.c (B) Given an argument scenario, identify a claim to support. | EE.W.9-10.1.c (C) Identify “right” and “wrong” in argument scenarios. | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Convey thoughts through written expression • Write a letter of complaint • Document ideas and actions • Organize thoughts to inform • Understand purpose for writing, such as to entertain, persuade, and inform • Utilize credible sources | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Audience • Character • Claim • Counter claim • Evidence • Fact • Formal language • Informal language • Logical arrangements • Observation • Opinion • Problem • Situation • Subjective objective • Subjective argument | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Reading (Writing)

CONCEPT: Text Types and Purposes

Resources:

• **Instructional modules/strategies:**

- [Lesson Plan: So You Think You Can Argue](#): iCivics.org provides teachers well-written, inventive, and free resources that enhance teaching experiences.
- [Weighing an Argument - Writer's Workshop for ESL Students](#): Lanternfish provides free worksheets and flashcards for the ESL and TEFL teacher.
- [Lesson Plan: Write arguments to support claims](#): Better Lesson Plans - free lesson plans and resources for teachers.
- [Writeshop: How to plan a story – writing with kids](#): Writeshop provides materials that teach children how to write and shows you how to teach writing.

• **Books**

- [Tar Heel Reader](#): a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches.

• **Video**

- [Instructional Video: Use temporal words to signal the order of events in a narrative story](#): LearnZillion provides free high-quality digital curricula materials for teaching ELA and Math.

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| <p>Standard: EE.W.9-10.2. Write to share information supported by details.</p> <ol style="list-style-type: none"> Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate Develop the topic with facts or details Use complete, simple sentences as appropriate Use domain specific vocabulary when writing claims related to a topic of study or text N/A Provide a closing or concluding statement | | <p>Performance Objectives: EE.W.9-10.2.a Write explanatory/informative text that introduces a topic and provide relevant information and a concluding statement. EE.W.9-10.2.b Develop a topic with facts/details using simple sentences.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.W.9-10.2.a (A) Write explanatory/informative text that introduces a topic and provides relevant information and a concluding statement.</p> | | <p>EE.W.9-10.2.a (B) Write claims regarding a topic with at least one detail/fact using simple sentences.</p> | |
| <p>EE.W.9-10.2.b (A) Develop a topic with facts/details using simple sentences.</p> | | <p>EE.W.9-10.2.b (B) Identify one fact/detail from a given text.</p> | |
| <p>EE.W.9-10.2.a (C) Identify the topic of the text.</p> | | <p>EE.W.9-10.2.b (C) Given words and/or pictures, choose the one related to the topic.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> Convey thoughts accurately Use multimedia Convey thoughts through written expression Send a note, letter or email to friend, relative, or roommate Journaling Organize thoughts to inform Understand purpose for writing, such as to entertain, persuade, and inform Develop conclusions in real life | | <p>Vocabulary:</p> <ul style="list-style-type: none"> Character Claim Details Distinction Effective Event Facts Implication Formal style Logical conclusion Narrative Problem Situation Subjective Objective Observation Sequence Significance Vocabulary related to Technology | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- Transitional words

Resources:

- **Instructional modules/strategies:**

- [Writeshop: How to plan a story: Writing with kids](#)
- [Learn Zillion Instructional Video: Use temporal words to signal the order of events in a narrative story](#)
- [Fact or Opinion Powerpoint](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

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| <p>Standard: EE.W.9-10.3. Write about events or personal experiences.</p> <ol style="list-style-type: none"> Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events N/A Organize the events in the narrative using temporal words to signal order as appropriate Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters Provide a closing | | <p>Performance Objectives: EE.W.9-10.3.a Write about an experience or event including one character, details and clearly sequenced events. EE.W.9-10.3.b Organize the events in a narrative using temporal language to indicate order.</p> | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| <p>EE.W.9-10.3.a (A) Write about an experience or event including one character, details and clearly sequenced events.</p> | <p>EE.W.9-10.3.a (B) Compose a story using one character and event.</p> | <p>EE.W.9-10.3.a (C) Identify one event in a text.</p> | |
| <p>EE.W.9-10.3.b (A) Organize the events in a narrative using temporal language to indicate order.</p> | <p>EE.W.9-10.3.b (B) Indicate the beginning, middle, and ending of a text.</p> | <p>EE.W.9-10.3.b (C) Identify the beginning event of a text.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> Comprehending instructions Comprehending recipes Friendly letters Social media post Journaling Writing a formal letter Understanding steps in a process | | <p>Vocabulary:</p> <ul style="list-style-type: none"> Characters Corresponding Dialogue Events Narrative Pacing Organize Outcome Sequence Signal order Temporal words Tone | |
| <p>Resources:</p> <ul style="list-style-type: none"> Instructional modules/strategies: <ul style="list-style-type: none"> Learn Zillion Instructional Video: Use temporal words to signal the order of events in a narrative story Brain Pop Lesson Ideas: Short Story | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

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| <p>Standard: EE.W.9-10.4. Produce writing that is appropriate for the task, purpose, and audience.</p> | | <p>Performance Objectives: EE.W.9-10.4.a Produce writing to complete a multi-step task. EE.W.9-10.4.b Produce writing from a template that is appropriate for a variety of purposes.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EEW.9-10.4.a (A) Produce writing to complete a multi-step task.</p> | | <p>EEW.9-10.4.a (B) Identify the steps in order to complete a task.</p> | |
| <p>EE.W.9-10.4.b (A) Produce writing from a template that is appropriate for a variety of purposes.</p> | | <p>EE.W.9-10.4.b (B) Express an appropriate comment related to a specific purpose/topic.</p> | |
| <p>EEW.9-10.4.a (C) Identify the task to complete.</p> | | <p>EE.W.9-10.4.b (C) Given a topic, choose a word or picture related to the topic.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Comprehend instructions • Complete a job application using a talking word processor • Make a list of things to pack for a trip using a talking word processor with word prediction software • Write a friendly letter to a friend • Comprehend recipes • Understand steps in a process • Use language appropriate for the audience (e.g. friend vs. an employer or other professional) • Cover letter with application for employment or services; personal communications such as letters, notes to roommate, social media posts • To-do list/shopping or packing list | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Audience • Appropriate • Graphic Organizer • Organize • Purpose | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ Read Write Think (NCTE) Lesson Plan: How to Writing: Motivating Students to Write for a Real Purpose ○ CPALMS Lesson “Breaking the Code to Central Idea” ○ CPALMS Lesson “Produce clear and coherent writing...” | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- [SAS Lesson Plan “Expository/Informational Writing: Topic, Purpose, and Audience”](#)
- [ELA Common Core Lesson Plans: “Writing for Audience and Purpose”](#)
- [Learner.org Workshop PDF “Best Practices in Teaching Writing”](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

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| <p>Standard: EE.W.9-10.5. Develop writing by planning and revising own writing.</p> | | <p>Performance Objectives: EE.W.9-10.5.a Plan writing using a graphic aid to organize thoughts. EE.W.9-10.5.b Revise and/or edit writing for errors. EE.W.9-10.5.c Create a list of writing ideas related to a topic</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.W.9-10.5.a (A) Plan writing using a graphic aid to organize thoughts.</p> | <p>EE.W.9-10.5.a (B) Place ideas in a sequential order in a graphic organizer.</p> | <p>EE.W.9-10.5.a (C) Identify the first event in a text.</p> | |
| <p>EE.W.9-10.5.b (A) Revise and/or edit writing for errors.</p> | <p>EE.W.9-10.5.b (B) Identify spelling or grammatical errors in a text.</p> | <p>EE.W.9-10.5.b (C) Identify the word or sentence that is correct.</p> | |
| <p>EE.W.9-10.5.c (A) Create a list of writing ideas related to a topic.</p> | <p>EE.W.9-10.5.c (B) Given a list of words or phrases that apply to a topic.</p> | <p>EE.W.9-10.5.c (C) Given a word, phrase, or picture, select one that corresponds to a given topic.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Complete a job application • Make a list of things • Use language appropriate for the audience (e.g. friend vs. an employer or other professional) • To-do list/shopping or packing list | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Audience • Edit • Peer editing • Purpose • Revise • Sequence • Shared writing • Strengthen | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ Read Write Think NCTE: Strategy Guide” Implementing the Writing Process ○ Read Write Think NCTE: Lesson Plan Prompting Revision through Modeling and Written Conversations ○ What Works Clearinghouse Educator’s Practice Guide: Teaching Secondary Students to Write Effectively ○ BCPS The Writing Process | | | |

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CONCEPT: Production and Distribution of Writing

- [Teaching English by the British Council Approaches to process writing](#)
- [Eli Review: Teacher Development Series #3: Teaching Revision - Helping Students Rethink Their Writing](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

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| <p>Standard: EE.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> | | <p>Performance Objectives: EE.W.9-10.6.a Use technology to add words or sentences to a shared writing product. EE.W.9-10.6.b Using a teacher identified website, learn about a topic and take notes in a graphic organizer</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.W.9-10.6.a (A) Use technology to add words or sentences to a shared writing product.</p> | <p>EE.W.9-10.6.a (B) Use technology to identify portions of a shared writing product to update.</p> | <p>EE.W.9-10.6.a (C) Choose a word or sentence to add to a shared writing product.</p> | |
| <p>EE.W.9-10.6.b (A) Using a teacher identified website, learn about a topic and take notes in a graphic organizer.</p> | <p>EE.W.9-10.6.b (B) From a teacher identified website choose at least two (2) topics to include in a graphic organizer.</p> | <p>EE.W.9-10.6.b (C) Given a teacher identified website, choose the word or picture related to the topic.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Social Media • Online form completion • Create and submit a writing product online | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Edit • Produce • Publish • Shared writing • Technology • Update • Word prediction | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ BrainPop Educators Lesson Ideas: Blogs ○ Teaching English British Council Lesson Plans: Writing emails ○ Writing Good Emails Lesson Plan ○ Internet4Classrooms: Use Technology, including the Internet, to produce, publish...?” ○ Infographic Lesson Plan Page for Teachers ○ Annenberg Learner: Writing for New Media Lesson Plan | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

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| <p>Standard: EE.W.9-10.7. Conduct research projects to answer questions posed by self and others using multiple sources of information.</p> | | <p>Performance Objectives: EE.W.9-10.7.a Participate with a group using multiple sources to answer a research question. EE.W.9-10.7.b Interact with two websites to access information to answer a question posed.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.W.9-10.7.a (A) Participate with a group using multiple sources to answer a research question.</p> | <p>EE.W.9-10.7.a (B) Given facts, answer a research question posed.</p> | <p>EE.W.9-10.7.a (C) Given words and/or pictures choose the answer to a research question posed.</p> | |
| <p>EE.W.9-10.7.b (A) Interact with two websites to access information to answer a question posed.</p> | <p>EE.W.9-10.7.b (B) Given facts from teacher chosen websites choose an answer to a research question posed.</p> | <p>EE.W.9-10.7.b (C) Given words and/or pictures from websites, choose the correct answer to a research question posed.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Internet searches • Job search • Housing search | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Broaden • Complex • Narrow • Problem • Research • Simple | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ Slide Share Lesson Plan Guide: “Using Library Resources to Research” ○ Webspiration Classroom Lesson Plan: “Guiding Inquiry-based Research” ○ Action Research Guide for Teachers ○ The Teacher’s Corner “Online collaboration projects”\ ○ Lesson Plan: The Science of Baking? ○ Information Instruction: Information Inquiry and Instructional Analysis ○ Center for Innovation in Research and Teaching: Lesson Plan - Writing a Good Research Question | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

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| <p>Standard: EE.W.9-10.8. Write answers to research questions by selecting relevant information from multiple resources.</p> | <p>Performance Objectives: EE.W.9-10.8.a Use information from multiple sources to write an answer to research questions. EE.W.9-10.8.b Given a guiding question and using a single source write an answer to a research question.</p> |
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| MOST COMPLEX ←—————→ LEAST COMPLEX | | |
| <p>EE.W.9-10.8.a (A) Use information from multiple sources to write an answer to research questions.</p> | <p>EE.W.9-10.8.a (B) Given facts from multiple sources compose an answer to a research question.</p> | <p>EE.W.9-10.8.a (C) Give words and/or pictures choose the answer to a research question.</p> |
| <p>EE.W.9-10.8.b (A) Given a guiding question and using a single source, write an answer to a research question.</p> | <p>EE.W.9-10.8.b (B) Given a guiding question and facts from a single source, compose an answer to a research question.</p> | <p>EE.W.9-10.8.b (C) Using words and/or pictures identify the correct answer to a research question.</p> |

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| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Accurate information on applications • Check with references before listing • Use Facebook/Social Media appropriately • Conduct computer search for relevant information | <p>Vocabulary:</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Audience <li style="width: 50%;">• Research questions <li style="width: 50%;">• Purpose <li style="width: 50%;">• Sources <li style="width: 50%;">• Plagiarism <li style="width: 50%;">• Relevant information |
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| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ The Teaching Center: Asking Questions to Improve Learning ○ Suny Empire State College Online Writing Center: Developing a Research Question ○ Read Write Think (NCTE) Strategy Guide: Developing Evidence-Based Arguments from Texts ○ Google Doc Lesson Plan: How do I evaluate the credibility of sources and determine which ones to use for a specific task. ○ Center for Innovation in Research and Teaching Lesson Plan: Writing a Good Research Question ○ Colorado State Informed Writer: Writing the Research paper ○ Indiana University: Handouts, Worksheets, & Activities for Information Literacy |
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COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

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| <p>Standard: EE.W.9-10.9. Use information from literary and informational text to support writing.</p> <p>a. Apply <i>Essential Elements of Grade 9-10 Reading Standards to literature</i> (e.g., “Identify when an author has drawn upon or included references to another text.”)</p> <p>b. Apply <i>Essential Elements of Grade 9-10 Reading Standards to informational texts</i> (e.g., “Use sound reasons for supporting the claims and argument.”)</p> | <p>Performance Objectives: EE.W.9-10.9.a After reading two stories on a similar topic, identify and write about how the two stories are the same. EE.W.9-10.9.b Given two stories about the same character, write about what is the same about the character in both stories.</p> |
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I Can Statements

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| <p>MOST COMPLEX ←—————→ LEAST COMPLEX</p> | | |
| <p>EE.W.9-10.9.a (A) After reading two stories on a similar topic, identify and write about how the two stories are the same.</p> | <p>EE.W.9-10.9.a (B) After hearing two stories on a similar topic, identify two items that are the same.</p> | <p>EE.W.9-10.9.a (C) Given a picture from two basic texts, indicate if the items are the same or different.</p> |
| <p>EE.W.9-10.9.b (A) Given two stories about the same character write about what is the same about the character in both stories.</p> | <p>EE.W.9-10.9.b (B) After hearing two stories about the same character, compose a list of how the character is the same.</p> | <p>EE.W.9-10.9.b (C) Given words and/or pictures, choose the characters that are the same.</p> |

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| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Compose a letter with a purpose • Use the library • Create a book club in the classroom | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Argument • Claim • Evidence • Reasoning |
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| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ Read Write Think (NCTE) Research Building Blocks: “Cite Those Sources!” ○ Better Lesson Plans: Citing Sources (Sign up for free account) ○ Texas Gateway: Using Features of Literary and Informational Text to Guide Reading - Engaging with Text’ ○ Read Write Think (NCTE) “Reading Informational Texts Using the 3-2-1 Strategy” |
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COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- [Reading Rockets: “Supporting Informational Writing in the Elementary Grades”](#)
- [Thematic Analysis in Informational Texts Unit Plan Template](#)
- [Realizing Illinois: Common Core Teaching and Learning Strategies ELA Reading Informational Text Grades 6-12](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

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|---|---|---|--|
| <p>Standard: EE.W.9-10.10. Write routinely over time for a range of tasks, purposes, and audiences.</p> | | <p>Performance Objectives: EE.W.9-10.10.a Write a note and revise at a later time before sending the writing. EE.W.9-10.10.b After shared reading of an informational passage, make written comments on the passage for a group writing project.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.W.9-10.10.a (A) Write a note and revise at a later time before sending the writing.</p> | <p>EE.W.9-10.10.a (B) Given a topic write a basic note or letter to send.</p> | <p>EE.W.9-10.10.a (C) Given two examples choose the correctly written note.</p> | |
| <p>EE.W.9-10.10.b (A) After shared reading of an informational passage make written comments on the passage for a group writing project.</p> | <p>EE.W.9-10.10.b (B) After shared reading of an informational passage choose from a list of comments to complete a group writing project.</p> | <p>EE.W.9-10.10.b (C) Given words and/or pictures choose one to complete a sentence in a writing project.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Thank-you note • Address envelopes • Journaling • Keeping track of schedule through a planner, etc. • Telephone messages • Form completion | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Audience • Purpose • Tasks | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/strategies: <ul style="list-style-type: none"> ○ The Teaching Channel: Video Equipping Students for Writing ○ RPDP Unwrapped Standards: Writing routinely over time ○ CC State Standards Initiative: ELA Anchor Standards for Writing | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- [Mini Lesson: Identifying and Writing for an Audience](#)
- [SPARK Alignment to the Common Core: Making the Connections ELA & Literacy in Technical Subjects](#)
- [Better Lesson Plans: Write routinely over extended time frames: “Tubing Tens – Create a Story”](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

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| <p>Standard: EE.SL.9-10.1. Engage in collaborative discussions.</p> <ol style="list-style-type: none"> Prepare for discussions by collecting information on the topic Work with adults and peers to set rules for discussions Relate the topic of discussion to broader themes or ideas Indicate agreement or disagreement with others during discussions | | <p>Performance Objectives: EE.SL.9-10.1.a Prepare for a discussion by collecting information on the topic and referring to it during the discussion. EE.SL.9-10.1.b Work with peers to set rules for discussion and follow the rules during group discussions. EE.SL.9-10.1.c Ask and answer questions to increase understanding during a discussion.</p> | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| <p>EE.SL.9-10.1.a (A) Prepare for a discussion by collecting information on the topic and referring to it during the discussion.</p> | <p>EE.SL.9-10.1.a (B) Prepare for a discussion by collecting information on the topic.</p> | <p>EE.SL.9-10.1.a (C) Prepare for a discussion by working with peers to collect information on a topic.</p> | |
| <p>EE.SL.9-10.1.b (A) Work with peers to set rules for discussion and follow the rules during group discussions.</p> | <p>EE.SL.9-10.1.b (B) Work with peers to set rules for discussion from a list of possible rules.</p> | <p>EE.SL.9-10.1.b (C) Follow a discussion by nodding, gesturing or vocalizing appropriately in response to peers and teacher.</p> | |
| <p>EE.SL.9-10.1.c (A) Ask and answer questions to increase understanding during a discussion.</p> | <p>EE.SL.9-10.1.c (B) Ask and answer questions related to a given topic during a discussion.</p> | <p>EE.SL.9-10.1.c (C) Answer yes/no questions to demonstrate understanding of a topic of discussion.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> Communication skills used in everyday life Social skills needed for formal and informal environments Speaking and listening to others Expressing one’s viewpoint with peers and groups Carrying on appropriate conversation with peers and adults Initiating appropriate conversations Volunteering or working in the school environment or community | | <p>Vocabulary:</p> <ul style="list-style-type: none"> Engage Collaborate Prepare Discuss Related Topic Discussion Peers | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- Dating

- Clarify
- Verify

Resources:

- [CPALMS Skillswise Speaking: Communication Guidelines](#)
- [BBC: Joining in a Discussion](#)
- [BBC: Giving Your Opinion](#)
- [UNC Center for Literacy and Disability Studies: Partner Assisted Scanning](#)
- [National Center and State Collaborative Wiki: Communication Tool Kit](#)

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

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| <p>Standard: EE.SL.9-10.2. Determine the credibility on information presented across diverse media or formats.</p> | | <p>Performance Objectives: EE.SL.9-10.2.a Determine the credibility of information presented across diverse media or formats. EE.SL.9-10.2.b Identify credible sources for gathering information.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.SL.9-10.2.a (A) Determine the credibility of information presented across diverse media or formats.</p> | <p>EE.SL.9-10.2.a (B) Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility.</p> | <p>EE.SL.9-10.2.a (C) When given two choices of sources of information on a topic, select the one that is most credible.</p> | |
| <p>EE.SL.9-10.2.b (A) Identify credible sources for gathering information.</p> | <p>EE.SL.9-10.2.b (B) Locate a credible reference for information on an assigned topic.</p> | <p>EE.SL.9-10.2.b (C) Identify a related photo from an array displayed (interactive whiteboard, photo display, or table).</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Finding and comprehending information from various real world sources • Comparing and contrasting information across various sources • Making certain that your sources are credible • Choosing personal references for resume • Making wise choices with social interactions • Checking more than one source • Participating in social conversations concerning current events | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Index • Topic • Diverse • Media • Internet • Reference • Source • Credibility • Compare | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/websites/strategies: <ul style="list-style-type: none"> ○ CPALMS Language Arts Access Points: CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions. ○ Evaluating Internet Resources: This site provides multiple resources for judging the quality of Internet resources. | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- [Beginner and Intermediate: Evaluating Credibility of Sources](#): This site provides a unit of instruction for beginners and intermediate lessons for determining the credibility of sources and which ones to use for specific tasks.
- [CARS Tool \(Credibility, Accuracy, Reasonability and Source\)](#): The CARS Tool includes a series of short videotapes used in evaluating credible resources.
- [Finding Credible Sources](#): This site provides multiple tutorials on what makes a source credible.
- [CAST UDL Exchange](#): CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.
- [UNC Center for Literacy and Disability Studies](#): University of North Carolina School of Medicine Department of Allied Health Sciences Center for Literacy and Disability Studies – a website designed to improve instruction to address the literacy learning needs of persons with disabilities of all ages.
- [Washington English Language Arts Access Point Frameworks](#): Washington Access to Instruction and Measurement English Language Arts Access Point Frameworks 2017–2018. The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity.
- [Literacy for children with combined Vision and Hearing Loss](#): The site is designed to provide information and resources for teaching and working with children who have complex learning challenges, specifically for individual state deaf-blind projects, teachers, family members and related services providers interested in beginning or enhancing literacy instruction for children who have combined vision and hearing loss.
- [National and State Collaborative Wiki](#): The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states, building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The Wiki site offers curriculum and instructional resources, sample items, communication tools kits, etc.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

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| Standard: EE.SL.9-10.3. Determine the speaker's point of view on a topic. | | Performance Objectives: EE.SL.9-10.3.a Determine whether a statement made by a speaker is credible. EE.SL.9-10.3.b Determine the meaning of a speaker's facial expression. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.SL.9-10.3.a (A) Determine whether a statement made by a speaker is credible. | EE.SL.9-10.3.a (B) Identify whether a given statement is fact or opinion. | EE.SL.9-10.3.a (C) Identify whether facts about self are true or false. | |
| EE.SL.9-10.3.b (A) Determine the meaning of a speaker's facial expression. | EE.SL.9-10.3.b (B) Identify what a speaker is feeling based his tone of voice, facial expression and gestures. | EE.SL.9-10.3.b (C) When given a choice of two pictures, identify the given emotion. (i.e. happy, excited, worried, etc.) | |
| Real World Connections: <ul style="list-style-type: none"> • Using discretion in determining if information is credible • Thinking critically • Developing rationales for opinions and discussions • Thinking about the reliability of advertisements • Discussing political ads, editorials, and product claims • Identifying the terms of a lease or other binding contract | | Vocabulary: <ul style="list-style-type: none"> • Topic • Identify • Claims • Regarding • Determine • Credible • Fact • Opinion • Supported • Unsupported • Highlight | |
| Resources: <ul style="list-style-type: none"> • Instructional modules/websites/strategies: <ul style="list-style-type: none"> ○ Fact or Opinion Graphic Organizer ○ This is Me ○ Self Determination: I Prefer ○ Fact and Opinion Checklist ○ Fact and Opinion Movie: Brain Pop ○ CPALMS Access Points: CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- [Washington Access Points](#): Washington Access to Instruction and Measurement English Language Arts Access Point Frameworks 2017–2018. The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity.
- [CAST UDL Exchange](#): CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

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| <p>Standard: EE.SL.9-10.4. Present an argument on a topic with logically organized claims, reasons, and evidence.</p> | <p>Performance Objectives: EE.SL.9-10.4.a Present information logically and appropriate to purpose, task and audience. EE.SL.9-10.4.b Organize thoughts in a logical sequence.</p> |
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I Can Statements

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| <p>MOST COMPLEX ←—————→ LEAST COMPLEX</p> | | |
| <p>EE.SL.9-10.4.a (A) Present information logically and appropriate to purpose, task and audience.</p> | <p>EE.SL.9-10.4.a (B) Assist peers in presenting information that has been compiled by the group.</p> | <p>EE.SL.9-10.4.a (C) Communicate with peers on an assigned topic.</p> |
| <p>EE.SL.9-10.4.b (A) Organize thoughts in a logical sequence.</p> | <p>EE.SL.9-10.4.b (B) Use strategies (i.e., graphic organizers, charts, etc.) to organize thoughts in a logical sequence.</p> | <p>EE.SL.9-10.4.b (C) Identify objects needed to complete a given task.</p> |

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| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Communicating with peers • Sharing information in formal and informal settings • Organizing information for the purpose of sharing it with others • Volunteering in the community • Participating in leisure activities in the community • Participating in extracurricular activities of interest • Participating in job interviews | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Present • Topic • Logical • Organize • Claim • Reason • Evidence • Identify • Peers • Task • Complete • Supporting evidence |
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| <p>Resources:</p> <ul style="list-style-type: none"> • Instructional modules/websites/strategies: <ul style="list-style-type: none"> ○ Transition Coalition Tools for planning student transition ○ Writing and Delivering Speeches Lesson plan for speech-writing ○ Public Speaking Lesson plan ○ Speaking on My Feet Reading comprehension resource, 4th—5th grade ○ CPALMS Access Points: CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions. ○ Washington Access Points: Washington Access to Instruction and Measurement English Language Arts Access Point Frameworks 2017–2018. |
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COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity.

- [CAST UDL Exchange](#): CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

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| Standard: EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. | | Performance Objective: EE.SL.9-10.5.a Place text and/or graphics in a multimedia presentation to support understanding of the topic. | |
| I Can Statements | | | |
| ← MOST COMPLEX | | LEAST COMPLEX → | |
| EE.SL.9-10.5.a (A) Place text and/or graphics in a multimedia presentation to support understanding of the topic. | | EE.SL.9-10.5.a (B) Assist with a digital presentation. | EE.SL.9-10.5.a (C) Select an image or other digital media to add to a presentation. |
| Real World Connections: <ul style="list-style-type: none">• Comprehending how to logically present information to others• Using technology in formal and informal settings• Sharing information with others in interesting ways• Creating PowerPoint presentations• Using software for picture display/organization• Making a brochure• Downloading pictures from camera/iPhone to flash drive/computer• Using memory card to make hard copy pictures• Presenting at IEP/IPP meetings | | Vocabulary: <ul style="list-style-type: none">• Digital• Media• Textual• Graphic• Audio• Visual• Interactive• Presentation• Assist• Multimedia• Support• Promote | |
| Resources: <ul style="list-style-type: none">• Instructional modules/websites/strategies:<ul style="list-style-type: none">○ Digital Literacy: Resources related to literature, information and communication literacy, and internet skills.○ Media Literacy: Resources for teaching different types of media and digital responsibility○ CPALMS Access Points○ Washington Access Points○ CAST UDL Exchange | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

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| <p>Standard: EE.SL.9-10.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</p> | | <p>Performance Objective: EE.SL.9-10.6.a Adapt communication to a variety of contexts, switching from formal (complete sentences) to informal (words or phrases) as appropriate (e.g., expand an utterance to a complete sentence when more formal language is expected).</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.SL.9-10.6.a (A) Adapt communication to a variety of contexts, switching from formal (complete sentences) to informal (words or phrases) as appropriate (e.g., expand an utterance to a complete sentence when more formal language is expected).</p> | <p>EE.SL.9-10.6.a (B) During classroom discussion, speak in complete sentences when an adult presents a question.</p> | <p>EE.SL.9-10.6.a (C) When asked for clarification, expand responses to include more information.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Relating to others in formal and informal settings • Social skills needed in everyday life • Carrying on appropriate conversation with peers and adults • Initiating appropriate conversations • Volunteering or working in the school environment or community • Dating • Participating in IEP/IPP (Self Advocating) | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Adapt • Communicate • Variety • Context • Task • Complete • Discussion • Switch • Response • Clarification • Appropriate • Informal • Formal • Expand | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Social Rules for Kids • Explore Social Skills Introductory Kit • Model Me Kids – Job Skills • Ninth Planet Videos: Social Skills • CPALMS Access Points • Washington Access Points • CAST UDL Exchange | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Conventions of Standard English

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| <p>Standard: EE.L.9-10.1. Demonstrate standard English grammar and usage when communicating. a. N/A b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information</p> | | <p>Performance Objectives: EE.L.9-10.1.a Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. EE.L.9-10.1.b Use complete sentences to convey information in spoken and written English.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.L.9-10.1.a (A) Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</p> | <p>EE.L.9-10.1.a (B) Write or speak sentences correctly using nouns, verbs, pronouns, adjectives, and prepositions to convey information.</p> | <p>EE.L.9-10.1.a (C) With assistance, correctly identify nouns, verbs, pronouns, adjectives, and prepositions.</p> | |
| <p>EE.L.9-10.1.b (A) Use complete sentences to convey information in spoken and written English.</p> | <p>EE.L.9-10.2.b (B) Compose grammatically-correct complete sentences.</p> | <p>EE.L.9-10.2.b (C) Differentiate between complete and incomplete sentences.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Using correct grammar in formal and informal settings • Using correct grammar in writing and oral communication • Understanding how standard English is used in everyday life • Producing examples of written correspondence for student portfolio (e.g., thank you note, letter of condolence, letter to the editor stating opinion) • Demonstrating how to prepare a simple entrée/meal • Understanding and correlating sign symbols with their meaning | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Convey • Nouns • Verbs • Pronouns • Adjectives • Prepositions | |
| <p>Resources: Instructional modules/websites/strategies:</p> <ul style="list-style-type: none"> ○ Noun Notes: This site offers short sets of colorful slides that can be used for teaching about nouns. ○ Parts of Speech: This site offers short sets of colorful slides that can be used for teaching about various parts of speech. | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [The Eight Parts of Speech in Grammar](#): This site provides many creative strategies and resources for teaching the eight parts of speech.
- [Language Arts Grammar](#): This site includes many lesson plans, worksheets, and formative assessments for teaching grammar.
- [Language Arts: Nouns](#): This site includes many lesson plans, worksheets, and formative assessments for teaching nouns.
- [Language Arts: Pronouns](#): This site includes many lesson plans, worksheets, and formative assessments for teaching pronouns.
- [Parts of Speech: Brain Pop](#): This site provides many creative games, visuals, auditory, kinesthetic, and tactile activities to use in teaching parts of speech.
- [CPALMS Language Arts Access Points](#): CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.
- [CAST UDL Exchange](#): CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Conventions of Standard English

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| <p>Standard: EE.L.9-10.2. Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences b. N/A c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words</p> | | <p>Performance Objectives: EE.L.9-10.2.a Use correct punctuation and capitalization when writing. EE.L.9-10.2.b During dictation spell familiar single-syllable words correctly and generalize word chunks in multi-syllabic words.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.L.9-10.2.a (A) Use correct punctuation and capitalization when writing.</p> | <p>EE.L.9-10.2.a (B) Given a text add punctuation and capitalization where needed.</p> | <p>EE.L.9-10.2.a (C) Given a text choose the correctly punctuated and capitalized sentence</p> | |
| <p>EE.L.9-10.2.b (A) During dictation, spell familiar single-syllable words correctly and generalize word chunks in multi-syllabic words.</p> | <p>EE.L.9-10.2.b (B) Correctly spell familiar single-syllable words correctly.</p> | <p>EE.L.9-10.2.b (C) Given two single-syllable familiar words, identify the word that is spelled correctly.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Writing • Spelling | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Spelling • Writing • Vocabulary • Choose • Punctuate • Capitalize | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Interactive Notebooks: Language Arts • Punctuation Worksheets • K12 Reader: Punctuation • EdHelper Punctuation Worksheets | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Knowledge of Language

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| <p>Standard: EE.L.9-10.3. Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating</p> | | <p>Performance Objectives: EE.L.9-10.3.a Write a letter, proofread the letter, and revise so it communicates clearly to the intended audience. EE.L.9-10.3.b Select words and phrases to communicate wants and needs.</p> | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| <p>EE.L.9-10.3.a (A) Write a letter, proof read the letter, and revise so it communicates clearly to the intended audience.</p> | <p>EE.L.9-10.3.a (B) Using a word bank, complete a letter to communicate to the intended audience.</p> | <p>EE.L.9-10.3.a (C) Given a choice of two letters in a shared reading, choose the simple letter that communicates to the audience stated.</p> | |
| <p>EE.L.9-10.3.b (A) Write sentences to communicate wants and needs.</p> | <p>EE.L.9-10.3.b (B) Select words or phrases to communicate wants and needs.</p> | <p>EE.L.9-10.3.b (C) Choose from an array of pictures or symbols to communicate a desired message.</p> | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> • Correspondance/letters/emails • Writing • Syntax • Sentence Structure | | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Verb • Noun • Sentence | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Writing a Friendly and Personal Letter • Type a Friendly Letter Game • ABC Teach: Writing a Friendly Letter • Literary Devices: Definitions and Examples of Literary Terms | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

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| <p>Standard: EE.L.9-10.4. Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> Use context to determine the meaning of unknown words Identify and use root words and the words that result when affixes are added or removed Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading N/A (See EE.L.9-10.4.c) | | <p>Performance Objectives: EE.L.9-10.4.a Determine meaning of a word or phrase from context in a sentence.</p> <p>EE.L.9-10.4.b Use an electronic or paper dictionary to enter an unfamiliar word encountered in the text and check the meaning.</p> | |
| <p>I Can Statements</p> | | | |
| <p>MOST COMPLEX ←</p> | | <p>→ LEAST COMPLEX</p> | |
| <p>EE.L.9-10.4.a (A) Determine meaning of a word or phrase from context in a sentence.</p> | | <p>EE.L.9-10.4.a (B) Given a choice of words, correctly fill in a word to complete a sentence.</p> | |
| <p>EE.L.9-10.4.a (C) Choose a picture or object that matches the meaning of a word or phrase.</p> | | | |
| <p>EE.L.9-10.4.b (A) Use an electronic or paper dictionary to enter an unfamiliar word encountered in the text and check the meaning.</p> | | <p>EE.L.9-10.4.b (B) Given the page number in a dictionary, look up an unfamiliar word to determine meaning.</p> | |
| <p>EE.L.9-10.4.b (C) Given a word and a sentence using the specific word aloud, select a picture to represent the word meaning as it is used in the sentence.</p> | | | |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> Understanding writing Determining root word Using reference materials (dictionaries, online dictionary, etc.) Writing Editing | | <p>Vocabulary:</p> <ul style="list-style-type: none"> Dictionary Root word Affixes Prefixes | |
| <p>Resources:</p> <ul style="list-style-type: none"> ABC Teach: Writing Friendly Letters Using Reference Materials Watch Know Learn: Using Reference Materials | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

| | | | |
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| Standard: EE.L.9-10.5. Demonstrate understanding of word relationships and use. a. Interpret common figures of speech b. Determine the intended meaning of multiple meaning words | | Performance Objectives: EE.L.9-10.5.a Demonstrate understanding of figurative language. EE.L.9-10.5.b Follow two instructions that include the use of the same word in two different ways. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.L.9-10.5.a (A) Demonstrate understanding of figurative language. | EE.L.9-10.5.a (B) Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence. | EE.L.9-10.5.a (C) Choose the pictures that corresponds to the use of figurative language. | |
| EE.L.9-10.5.b (A) Follow two instructions that include the use of the same word in two ways. | EE.L.9-10.5.b (B) Choose the words used in two ways from sentences presented. | EE.L.9-10.5.b (C) Choose pictures that correspond to a word used in two ways. | |
| Real World Connections: <ul style="list-style-type: none"> • Using figurative language • Writing • Understanding writing • Following instructions/directions | | Vocabulary: <ul style="list-style-type: none"> • Figurative language • Instructions • Directions | |
| Resources: <ul style="list-style-type: none"> • What is Figurative Language • Vocabulary Spelling City: Figurative Language | | | |

COURSE: Alternate English Elements Ninth-Tenth English Language Arts

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

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| Standard: EE.L.9-10.6. Use general academic and domain-specific words and phrases across contexts. | | Performance Objectives: EE.L.9-10.6.a Use academic words learned in reading to answer content specific questions. | |
| I Can Statements | | | |
| MOST COMPLEX ← | | → LEAST COMPLEX | |
| EE.L.9-10.6.a (A) Use academic words learned in reading to answer content specific questions. | EE.L.9-10.6.a (B) Choose the correct academic word from a word bank to complete content specific questions. | EE.L.9-10.6.a (C) Choose from an array of words or pictures the content specific word heard. | |
| Real World Connections: <ul style="list-style-type: none">• Content knowledge• Vocabulary (academic)• Completing assignments | | Vocabulary: <ul style="list-style-type: none">• Vocabulary• Reading• Question• Answer• Listen• Word Bank | |
| Resources: <ul style="list-style-type: none">• Vocabulary review: Read and understand informational passages• Interactive Notebooks: Language Arts• Marzano Vocabulary Game | | | |

Appendix A: General Resources for ELA TRG

- [CPALMS Language Arts Access Points](#): CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions.
- [CAST UDL Exchange](#): CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.
- UNC Center for Literacy and Disability Studies: University of North Carolina School of Medicine Department of Allied Health Sciences Center for Literacy and Disability Studies – a website designed to improve instruction to address the literacy learning needs of persons with disabilities of all ages.
- [Washington English Language Arts Access Point Frameworks](#): Washington Access to Instruction and Measurement English Language Arts Access Point Frameworks 2017–2018. The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity.
- [Literacy for children with combined Vision and Hearing Loss](#): The site is designed to provide information and resources for teaching and working with children who have complex learning challenges, specifically for individual state deaf-blind projects, teachers, family members and related services providers interested in beginning or enhancing literacy instruction for children who have combined vision and hearing loss.
- [National and State Collaborative Wiki](#): The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states, building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The Wiki site offers curriculum and instructional resources, sample items, communication tools kits, etc.

Appendix B: English Language Arts Glossary of Terms

Argument: Involves one or more reasons presented by a speaker or a writer to lead the audience or reader to a logical conclusion. The logical, systematic presentation of reasoning and supporting evidence that proves the validity of a statement or position

Author's Purpose: The reason for creating written work

Bibliography: A list of written works or other sources on a particular subject

Cause and Effect: The relationship between two or more events in which one event brings about another

Central Argument: The dominant and controlling argument

Central Idea: The key point made in a written passage; the chief topic

Central Message: The theme of a story, novel, poem, or drama that readers can apply to life

Chronological Order: The arrangement of events in the order in which they occur

Compare and Contrast: A method of relating two or more objects in a piece of work

Content: The subject matter or material pertaining to a particular area of study or the essential components of a work

Detail: A piece of information that is used to support a main idea

Directions: Instructions that tell how to do something

Evaluate: Placing a value or rank on a piece of writing or speaking

First-person Point of View: A point of view in which the story is told by one of the characters

Graphic Organizer: A pictorial way of representing knowledge; used to help organize ideas and present information

Illustration: A drawing, painting, photograph or other visual representation made for explaining information or furthering understanding of an idea

Implicit Directions: Directions that are clearly stated step-by-step within a passage

Implied Meaning: A suggested, but not stated, definition

Infer: To get a conclusion from the facts or context; to figure out what is being implied by reading between the lines

Inference: Reading between the lines; taking something that you read and putting it together with something that you already know to make sense of what you read

Informational Text: A type of real-world writing that presents information that is necessary or valuable to the reader

Logic: The reasoning used to reach a conclusion based on a set of assumptions, or it may be defined as the science of reasoning, proof, thinking, or inference

Main Idea: The central and most important idea of a reading passage

Narrative Text: Tells the events and actions of a story

Order of Importance: Used when details are organized by degree of impact

Organization: In writing, this is the trait of order, structure and presentation of information; the writing trait which measures logical sequencing of ideas, details, or events

Perspective: A writer's point of view about a particular subject, and is often influenced by their beliefs or by events in their lives

Plot: The series of events that happen in a literary work

Point of View: The perspective from which a story is told

Purpose: An author's intention, reason, or drive for writing the piece

Relevant: An adjective that implies a thing closely relates to or is on the same subject matter; appropriate to the situation

Sequence: The order in which things happen

Sequential Order: The chronological, or time, order of events in a reading passage

Subject: A person, place, thing, or idea that the sentence is about

Support: To strengthen or substantiate an argument or idea by providing facts, details, examples and other information

Supporting Evidence: The facts or details that back up a main idea, theme, or thesis

Text: The main body of a piece of writing or any of the various forms in which writing exists, such as a book, a poem, an article, or a short story

Text Features: Common parts of nonfiction texts and are often used to design and organize pages; help readers navigate the information and make predictions about what will be read

Theme: The message, usually about life or society that an author wishes to convey through a literary work

Timeline: A representation of a sequence of events

Topic: The specific part of a subject that is dealt with in a research paper or in an essay

Viewpoint: An expression of an opinion or standpoint

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