OFFICE OF CHIEF ACADEMIC OFFICER Summary of State Board of Education Agenda Items Consent Agenda May 9, 2019

OFFICE OF SPECIAL EDUCATION

A. <u>Approval to begin the Administrative Procedures Act process: To establish the</u> <u>Mississippi Alternate Academic Achievement Standards for English Language</u> <u>Arts, Mathematics, Science, Health, Career Readiness, and Life Skills</u> <u>Development</u>

Executive Summary

The Mississippi Alternate Academic Achievement Standards (MS-AAAS) for students with significant cognitive disabilities are aligned with the Mississippi College- and Career-Readiness Standards (MS-CCRS) for English Language Arts, Mathematics, Science, and Health. The MS-AAAS are developed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school. The Life Skills Development standards are developed to provide students with significant cognitive disabilities. The Mississippi Alternate Academic Achievement Standards provide K-12 special education teachers with a basis for curriculum development.

These expectations for students with significant cognitive disabilities will provide the basis for lesson plan development, instructional delivery, and assessment development and revisions which must occur in 2019-2020.

Recommendation: Approval

Back-up material attached





2019 Mississippi Alternate Academic Achievement Standards for English Language Arts

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Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in English and Language Arts and establishing communication skills within a technological environment. The *2019 Mississippi Alternate Academic Achievement Standards* (MS AAAS) provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of alternate standards is to build a bridge from the content in the general education science 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 individualized postsecondary settings, the *2019 Mississippi Alternate Academic Achievement Standards for English Language Arts* includes grade- and course-specific standards for K-12 English Language Arts. These standards are intended solely for students who have met the criteria for a significant cognitive disability as documented in each student's individualized education program (IEP).

This document is designed to provide special education teachers with a basis for curriculum development. As such, this set of alternate standards addresses a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. In order to prepare students for postsecondary settings, it outlines what knowledge students should obtain and the types of skills students should demonstrate upon completion of each grade level. The *2019 Mississippi Alternate Academic Achievement Standards* document is aligned to the *Mississippi College- and Career-Readiness Standards* (MS CCRS). The MS CCRS reflects national expectations while focusing on postsecondary success, but it is unique to Mississippi in addressing the needs of our students and teachers.

The following resources served as a foundation for the development of the 2019 MS AAAS for English Language Arts:

- Mississippi's College and Career Readiness Standards (MS CCRS) for ELA
- Dynamic Learning Maps Consortium. (2013). Dynamic Learning Maps Essential Elements for English language arts. Lawrence, KS: University of Kansas

The Mississippi Alternate Academic Achievement Standards are based on the Dynamic Learning Maps Essential Elements (DLM EE), with additional edits and clarifications to better support the needs of Mississippi teachers and students. Standards language in italicized font indicates Mississippi-specific standards or adjustments to the DLM EE.





Organization of the 2019 Mississippi Alternate Academic Achievement Standards

The 2019 Mississippi Alternate Academic Achievement Standards (MS AAAS) are aligned to the MS CCRS Standards. The MS AAAS are divided into five sections. The first section includes an introduction to the document and an overview of the Mississippi Alternate Academic Achievement Standards for English Language Arts. The second section includes the MS-AAAS for ELA for kindergarten through second grade. The third section includes the MS-AAAS for ELA for grades 3 through 5. The fourth section includes MS-AAAS for grades 6 through 8. The final section includes MS AAAS for English Language Arts Grades 9 through 12.

Structure of the Standards Document

Content strand: Domains into which ELA fields can be divided based on relative content. The four strands identified in the *MS-AAAS to English Language Arts* include reading, writing, speaking and listening, and language.

Disciplinary core ideas: The core ideas are the key organizing principles for the development of emphasis on each of the content strands in each grade level. All content strands will be found in each grade level, but all disciplinary core ideas will not be found in every grade level.

Mississippi College and Career Readiness content standard: Each *MS-AAAS for English Language Arts* is aligned to a specific *MS-CCRS for English Language Arts*. The alignment is displayed in this document as pictured in the image below.

Mississippi Alternate Academic Achievement content standard: The *MS-AAAS for English Language Arts* is a general statement of what students with significant cognitive disabilities should know and be able to do as a result of instruction.

Kindergarten			
Mississippi College- and Career- Readiness Standards	Disciplinary Core Idea Reading Infor	Grade-level Content Strand	Mississippi Alternate Academic Achievement Standard (MS AAAS)
Standards	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	A.RI.K.1 With guidance and support, identify a detail in a familiar text.	
	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	A.RI.K.2 With guidance and support, identify the topic of a familiar text.	
	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	A.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.	



Implementation

The 2019 MS AAAS for English Language Arts will be implemented during the 2019-2020 school year.

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Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts Overview



Strategies for Content Area Reading

Though strategies utilized in reading and language arts classes provide the framework that students need to comprehend content-specific texts, students must also be equipped with transferable skills and strategies that can be used across grade levels and curricula. The following are suggestions for content area reading that can be incorporated in all classrooms.

Suggestions for Teaching Content-Specific Vocabulary and Facilitating Comprehension

- Establish goals and purposes for reading.
- Plan pre-reading activities that allow students to develop prerequisite knowledge and vocabulary about content-specific topics. Activities may include reading materials, videos, websites, and field trips.
- Plan post-reading activities that allow students to demonstrate mastery of skills and concepts through visual, kinesthetic, oral, and/or written products. Comprehension is often aided when linked to the creation of a product.
- Create mental or visual images associated with technical vocabulary words.
- Link new vocabulary with background knowledge.
- Focus on the semantic relationships of new and familiar words.
- Use synonyms, antonyms, and dictionary definitions to understand the meaning of specialized and technical vocabulary.
- Analyze the structure of new words (e.g., affixes, compound words, etc.) to determine word meaning.
- Maintain word banks and word walls for new words (**Note**: Word banks and word walls should be interactive; students must regularly interact with words banks and word walls to fully expand their vocabulary and analyze how words and concepts aid in reading comprehension).
- Use semantic gradients (vocabulary continuums) to illustrate a continuum of words by degree. Semantic gradients often feature antonyms or opposites on each end of the continuum. This strategy broadens students' knowledge of related and opposite words.
- Develop activities that allow students to work collaboratively to figure out the meaning of new words.
- Encourage students to generate and ask questions of texts.
- Design activities that allow students to make inferences, predict, summarize, and visualize concepts.
- Examine physical features of texts.

Many of the suggested strategies (e.g., prediction, summarizing, analyzing text features) must be directly taught (explicit instruction) and practiced, while other strategies (e.g., creating visual or mental images) can be components of incidental (implicit) instruction.

Additionally, students must engage in reading, writing, speaking, and listening activities that are authentic and content-specific. Textbooks and discipline-specific texts, such as primary and secondary source documents, articles, tables, and graphs, must be cornerstones in social



studies, science, and technical subjects to aid students in using reading strategies that are discipline specific.

(Adapted from *Research-Based Content Area Reading Instruction*, Texas Reading Initiative, *Guidance for Literacy in the Content Areas*, Engage NY, and *Vocabulary Filters: A Framework for Choosing Which Words to Teach*)

Key Features of the Standards

Reading: Text Complexity and the Growth of Comprehension

The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of texts, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

The following link provides a rubric for determining text complexity of informational and literary texts:

https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/qualitative-rubricsfor-measuring-text-complexity-informational-and-literary.pdf

Writing: Text types, Responding to Reading, and Research

The standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible Communication and Collaboration

Including but not limited to skills necessary for formal presentations, the speaking and listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together; express and listen carefully to ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.



Language: Conventions, Effective Use, and Vocabulary

The language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.



MS AAAS for English Language Arts Grades K-2



Kindergarten

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		
Key Ideas and Details		
RL.K.1 With prompting and support, ask and	A.RL.K.1 With guidance and support, identify	
answer questions about key details in a text.	details in familiar stories.	
RL.K.2 With prompting and support, retell	A.RL.K.2 With guidance and support, identify	
familiar stories, including key details.	major events in familiar stories.	
RL.K.3 With prompting and support, identify	A.RL.K.3 With guidance and support, identify	
characters, settings, and major events in a	characters and settings in a familiar story.	
story.		
Craft and Structure		
RL.K.4 Ask and answer questions about	A.RL.K.4.1 Indicate when an unknown word is	
unknown words in a text.	used in a text.	
	A.RL.K.4.2 Ask and answer questions about	
	unknown words in a text.	
RL.K.5 Recognize common types of texts (e.g.,	A.RL.K.5 Recognize familiar texts (e.g.,	
storybooks, poems).	storybooks and poems).	
RL.K.6 With prompting and support, name the	A.RL.K.6 With guidance and support,	
author and illustrator of a story and define the	distinguish between words and illustrations in	
role of both in telling the story.	a story.	
Integration of Knowledge and Ideas		
RL.K.7 With prompting and support, describe	A.RL.K.7 With guidance and support, identify	
the relationship between illustrations and the	illustrations or object information found	
story in which they appear (e.g., what	within a familiar story.	
moment in a story an illustration depicts).		
RL.K.8 Not applicable	A.RL.K.8 Not applicable	
RL.K.9 With prompting and support, compare	A.RL.K.9 With guidance and support, identify	
and contrast the adventures and experiences	the adventures or experiences of a character	
of characters in familiar stories.	in a familiar story.	



Range of Reading and Level of Text Complexity		
RL.K.10 Actively engage in group reading	A.RL.K.10 Actively engage in shared reading.	
activities with purpose and understanding.		

Reading Informational Text		
Key Ideas and Details		
RI.K.1 With prompting and support, ask	A.RI.K.1 With guidance and support, identify	
and answer questions about key details in	a detail in a familiar text.	
a text.		
RI.K.2 With prompting and support, identify	A.RI.K.2 With guidance and support,	
the main topic and retell key details of a	identify the topic of a familiar text.	
text.		
RI.K.3 With prompting and support, describe	A.RI.K.3 With guidance and support,	
the connection between two individuals,	identify individuals, events, or details in a	
events, ideas, or pieces of information in a	familiar informational text.	
text.		
Craft and Structure		
RI.K.4 With prompting and support, ask and	A.RI.K.4 With guidance and support, ask	
answer questions about unknown words in	and answer questions about unknown	
a text.	words in a text.	
RI.K.5 Identify the front cover, back cover,	A.RI.K.5 Identify the front cover of a book.	
and title page of a book.		
RI.K.6 Name the author and illustrator of a	A.RI.K.6 Distinguish between words and	
text and define the role of both in	illustrations in an informational text.	
presenting the ideas or information in a text.		
Integration of Knowledge and Ideas		
RI.K.7 With prompting and support, describe	A.RI.K.7 With guidance and support,	
the relationship between illustrations and	identify illustrations or object information	
the text in which they appear (e.g., what	found within a familiar text.	
person, place, thing, or idea in the text an		
illustration depicts).		
RI.K.8 With prompting and support, identify	A.RI.K.8 With guidance and support,	
the reasons an author gives to support	identify the author's purpose in an	
points in a text.	informational text.	
RI.K.9 With prompting and support, identify	A.RI.K.9 With guidance and support, match	
basic similarities in and differences between	similar parts of two familiar texts on the	
two texts on the same topic (e.g., in	same topic (e.g., in illustrations,	
illustrations, descriptions, or procedures).	descriptions, procedures).	
Range of Reading and Level of Text Complexity		
RI.K.10 Actively engage in group reading	A.RI.K.10 Actively engage in shared reading	
activities with purpose and understanding.	of informational text.	

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop



proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than will struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills		
Print Concepts		
RF.K.1 Demonstrate understanding of the	A.RF.K.1 Demonstrate emerging	
organization and basic features of print.	understanding of the organization of print.	
a. Follow words from left to right, top to	a. During shared reading,	
bottom, and page by page.	demonstrate understanding that	
b. Recognize that spoken words are	books are read one page at a time	
represented in written language by	from beginning to end.	
specific sequences of letters.	b. Not applicable	
c. Understand that words are separated	c. Demonstrate appropriate finger	
by spaces in print.	spacing between words.	
d. Recognize and name all upper- and	d. Demonstrate knowledge of letters	
lowercase letters of the alphabet.	of the alphabet (e.g., letter of their	
	name).	
Phonological Awareness		
RF.K.2 Demonstrate understanding of spoken	A.RF.K.2 Demonstrate emerging	
words, syllables, and sounds (phonemes).	understanding of spoken words, syllables,	
a. Recognize and produce rhyming words.	and sounds (phonemes).	
b. Count, pronounce, blend, and segment	a. Recognize rhyming words.	
syllables in spoken words.	b. Recognize the number of words in a	
c. Blend and segment onsets and rhymes	spoken message.	
of single-syllable spoken words.	c. Identify single-syllable spoken	
d. Isolate and pronounce the initial,	words with the same onset	
medial vowel, and final sounds	(beginning sound) as a familiar	
(phonemes) in three-phoneme	word.	
(consonant-vowel-consonant, or CVC)	d. Not applicable	
words. (This does not include CVCs	e. Not applicable	
ending with /l/, /r/, or /x/.)		
e. Add or substitute individual sounds		
(phonemes) in simple, one-syllable		
words to make new words.		
Phonics and Word Recognition		
RF.K.3 Know and apply grade-level phonics	A.RF.K.3 Demonstrate emerging awareness	
and word analysis skills in decoding words. of print.		
a. Demonstrate basic knowledge of one-	a. Recognize first letter of own	
to-one letter-sound correspondences	name in print.	
by producing the primary or many of	b. Not applicable	
the most frequent sound for each	c. Recognize environmental print.	
consonant.	d. Not applicable	



b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
C.	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my,</i> <i>is, are, do, does)</i> .	
d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Fluend	Cy	
RF.K.4 Read emergent-reader texts with A.RF.K.4 Engage in purposeful		A.RF.K.4 Engage in purposeful shared
purpose and understanding.		reading of familiar text.

The following standards for kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards themselves.

Writing		
Text Types and Purposes		
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is").	A.W.K.1 With guidance and support, select a familiar book and use drawing, <i>dictation</i> , or writing to state an opinion about it.	
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	A.W.K.2 With guidance and support, select a familiar topic and use drawing, <i>dictation</i> , or writing to share information about the topic.	
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	A.W.K.3 With guidance and support, select an event and use drawing, <i>dictation</i> , or writing to share information about <i>the</i> <i>selected event</i> .	
Production and Distribution of Writing		
W.K.4 (Begins in Grade 3)	A.W.K.4 (Begins in Grade 3)	
W.K.5 With guidance and support from adults, respond to questions and suggestions	A.W.K.5 (Begins in grade 1)	



from peers and add details to strengthen	
writing as needed.	
W.K.6 With guidance and support from	A.W.K.6 With guidance and support
adults, explore a variety of digital tools to	from adults, explore a variety of digital
produce and publish writing, including in	tools to produce individual or group
collaboration with peers.	writing.
Research to Build and Present Knowledge	
W.K.7 Participate in shared research and	A.W.K.7 Participate in shared research and
writing projects (e.g., explore a number of	writing projects.
books by a favorite author and express	
opinions about them).	
W.K.8 With guidance and support from	A.W.K.8 With guidance and support from
adults, recall information from experiences or	adults, identify information, objects, or
gather information from provided sources to	events that relate to personal experiences.
answer a question.	
W.K.9 (Begins in grade 4)	A.W.K.9 (Begins in grade 4)
Range of Writing	
W.K.10 (Begins in Grade 3)	A.W.K.10 (Begins in Grade 3)

The following standards for kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
 SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	 A.SL.K.1 Participate in conversations with others. a. Communicate directly with supportive adults or peers. b. Participate in multiple-turn communication exchanges with support from adults.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	A.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas	A.SL.K.3 Ask for help when needed.



SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	A.SL.K.4 Identify familiar people, places, things, and events.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	A.SL.K.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	A.SL.K.6 Communicate thoughts, feelings, and ideas.

The following standards for grades kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language		
Conventions of Standard English		
L.K.1 Demonstrate command of the	A.L.K.1 Demonstrate emerging	
conventions of standard English grammar and	understanding of letter and word use (e.g.	
usage when writing (printing or keyboarding)	draw, dictate, write, trace or identify)	
or speaking.	a. Distinguish between letters and	
a. Print many upper- and lowercase	other symbols or shapes.	
letters.	b. Use frequently occurring nouns in	
b. Use frequently occurring nouns and	communication.	
verbs.	c. Use frequently occurring plural	
c. Form regular plural nouns orally by	nouns.	
adding /s/ or /es/ (e.g., dog, dogs;	d. Identify answers to simple questions	
wish, wishes).	(e.g., who, what) from an array of	
d. Understand and use question words	choices.	
(Interrogatives) (e.g., who, what,	e. Demonstrate understanding of	
where, when, why, now).	common prepositions such as on,	
nrepositions (e.g. to from in out on	off, In, out.	
off for of by with)	I. Link two or more words together in	
f Produce and expand complete	communication.	
sentences in shared language activities		
I K 2 Demonstrate command of the	ALK2 Not applicable	
conventions of standard English capitalization		
nunctuation and spelling when writing		
a. Capitalize the first word in a sentence		
and the pronoun.		
b. Recognize and name end punctuation.		
c. Write a letter or letters for most		
consonant and short-vowel sounds		
(phonemes).		
d. Spell simple words phonetically,		
drawing on knowledge of sound-letter		
relationships.		



Knowledge and Language		
L.K.3 (Begins in grade 2)	A.L.K.3 (Begins in grade 2)	
Vocabulary Acquisition and Use		
 L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing that "duck" is a bird and learning the verb "to duck"). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 	 A.L.K.4 Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable 	
L.K.5 With guidance and support from adults,	A.L.K.5 With guidance and support,	
explore word relationships and nuances in	demonstrate emerging understanding of	
word meanings.	word relationships.	
a. Soft common objects into categories	a. Soli common objects into raminal	
the concents the categories represent	b Demonstrate understanding of	
b. Demonstrate understanding of	frequently occurring opposites.	
frequently occurring verbs and	c. Use words to communicate in real-	
adjectives by relating them to their	life situations.	
opposites (antonyms).	d. Demonstrate an understanding of	
c. Identify real-life connections between	common verbs.	
words and their use (e.g., note places		
at school that are "colorful").		
d. Distinguish shades of meaning among		
verbs describing the same general		
action (e.g., walk, march, strut, prance)		
by acting out the meanings.		
L.K.6 Use words and phrases acquired	A.L.K.6 Use words acquired through	
through conversations, reading and being	conversations, being read to, and during	
read to, and responding to texts.	shared reading activities.	



Grade 1

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		
Key Ideas and Details		
RL.1.1 Ask and answer questions about key details in a text.	A.RL.1.1 Identify details in familiar stories.	
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	A.RL.1.2 Recount major events in familiar stories.	
RL.1.3 Describe characters, settings, and major events in a story using key details.	A.RL.1.3 Identify characters and settings in a familiar story.	
Craft and Structure		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	A.RL.1.4 Identify sensory or feeling words in a familiar story.	
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	A.RL.1.5 Identify a text telling a story or text giving information.	
RL.1.6 Identify who is telling the story at various points in a text.	A.RL.1.6 Identify a speaker within a familiar story.	
Integration of Knowledge and Ideas		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	A.RL.1.7 <i>Use</i> illustrations, <i>details</i> , or objects in a story to describe its characters, setting, or events.	
RL.1.8 Not applicable	A.RL.1.8 Not applicable	
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	A.RL.1.9 Identify adventures or experiences of characters in a story as same or different.	



Range of Reading and Level of Text Complexity		
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	A.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.	

Reading Informational Text		
Key Ideas and Details		
RI.1.1 Ask and answer questions about key details in a text.	A.RI.1.1 Identify details in familiar text.	
RI.1.2 Identify the main topic and retell key details of a text.	A.RI.1.2 Identify the topic of a text.	
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	A.RI.1.3 Identify individuals, events, or details in a familiar informational text.	
Craft and Structure		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	A.RI.1.4 Ask a reader to <i>determine</i> the meaning of a word in a text.	
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	A.RI.1.5 Locate the front cover, back cover, and title page of a book.	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	A.RI.1.6 Distinguish between words and illustrations in a text.	
Integration of Knowledge and Ideas		
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	A.RI.1.7 Identify illustrations, objects or details information that go with a text	
RI.1.8 Identify the reasons an author gives to support points in a text.	A.RI.1.8 Identify points the author makes in a familiar informational text.	
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	A.RI.1.9 Match similar parts of two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.	A.RI.1.10 Actively engage in shared reading of informational text.	



These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
 RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	 A.RF.1.1 Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).
Phonological Awareness	
 RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	 A.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	 A.RF.1.3 Demonstrate emerging letter and word identification skills. a. Identify upper- and lowercase letters of the alphabet.



b.	Decode regularly spelled one-	b.	Recognize familiar
	syllable words.		words that are used in
с.	Know final -e and common		every day routines.
	vowel team conventions for	с.	Not applicable
	representing long vowel	d.	Not applicable
	sounds.	e.	Not applicable
d.	Use knowledge that every	f.	Not applicable
	syllable must have a vowel	g.	Not applicable
	sound to determine the		
	number of syllables in a		
	printed word.		
e.	Decode two-syllable words		
_	following basic patterns by		
	breaking the words into		
	svllables.		
f.	Read words with inflectional		
	endings.		
g.	Recognize and read grade-		
0	appropriate irregularly		
	spelled words.		
Eluono			
Fluenc	.y		
RF.1.4	Read with sufficient accuracy and	A.RF.1	.4 Begin to attend to words in print.
fluenc	y to support comprehension.	a.	Engage in sustained, independent
a.	Read on-level text with purpose and		study of books.
	understanding.	b.	Participate in shared reading of a
b.	Read on-level text orally with		variety of reading materials
	accuracy, appropriate rate, and		reflecting a variety of text genre.
	expression on successive readings.	с.	Not applicable
с.	Use context to confirm or self-correct	5.	THE THE PARTY
	word recognition and understanding,		
	rereading as necessary.		

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards themselves.



Writing		
Text Types and Purposes		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, reason for the opinion, and provide some sense of closure.	A.W.1.1 <i>With guidance and support,</i> select a familiar book and use drawing, dictating, or writing to state an opinion about it.	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	A.W.1.2 <i>With guidance and support,</i> select a familiar topic and use drawing, dictating, or writing to share information about it.	
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	A.W.1.3 <i>With guidance and support,</i> select an event and use drawing, dictating, or writing to share information about it.	
Production and Distribution of Writing		
W.1.4 (Begins in Grade 3)	A.W.1.4 (Begins in Grade 3)	
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	A.W.1.5 With guidance and support from adults, add more information to <i>personal</i> drawing, dictation, or writing to strengthen it.	
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	A.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	
Research to Build and Present Knowledge		
W.1.7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).	A.W.1.7 Participate in shared research and writing projects.	
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	A.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	
W.1.9 (Begins in grade 4)	A.W.1.9 (Begins in grade 4)	
Range of Writing		
W.1.10 (Begins in Grade 3)	A.W.1.10 (Begins in Grade 3)	



The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening		
Comprehension and Collaboration		
 SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	 A.SL.1.1 Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Uses one or two words to ask questions related to personally relevant topics. 	
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	A.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	A.SL.1.3 Communicate confusion or lack of understanding (<i>e.g., by saying</i> "I don't know").	
Presentation of Knowledge and Ideas		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	A.SL.1.4 Identify familiar people, places, things, and events.	
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	A.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	
SL.1.6 Produce complete sentences when appropriate to task and situation.	A.SL.1.6 Provide more information to clarify ideas, thoughts, and feelings.	

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Language		
Conventions of Standard English		
 L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops and we hop). d. Use personal, possessive, and indefinite pronouns (e.g., l, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., "yesterday I walked home, today I walk home, and tomorrow I will walk home"). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles and demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, and toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	 A.L.1.1 Demonstrate emerging understanding of letter and word use. a. Write letters from <i>their</i> own name. b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns in communication. d. Use familiar personal pronouns (e.g., I, me, and you). e. Use familiar frequently occurring adjectives (e.g., big and hot). g. Not applicable h. Not applicable i. Use common prepositions (e.g., on, off, in, and out). j. Use simple question words (interrogatives) (e.g., who and what). 	
Knowledge of Language		
 L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and 	 A.L.1.2 Demonstrate emerging understanding of conventions of standard English. a. During shared writing, capitalize the first letter of familiar names. b. During shared writing, put a period at the end of a sentence. c. Not applicable d. Use letters to create words. e. During shared writing, identify the letters that represent sounds needed to spell words. 	



for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Knowledge of Language	
L.1.3 (Begins in grade 2)	A.L.1.3 (Begins in grade 2)
Vocabulary Acquisition and Use	
 L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking)</i>. 	 A.L.1.4 Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable c. Not applicable
 L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 	 A.L.1.5 With guidance and support from adults, demonstrate emerging understanding of word relationships. a. Sort common objects into familiar categories. b. Identify attributes of familiar words. c. Demonstrate understanding of words by identifying real-life connections between words and their use. d. Not applicable
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including	A.L.1.6 Use words acquired through conversations, being read to, and during shared reading activities.



using frequently occurring conjunctions to	
signal simple relationships (e.g., because).	

Grade 2

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The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		
Key Ideas and Details		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	A.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.	
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	A.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.	
RL.2.3 Describe how characters in a story respond to major events and challenges.	A.RL.2.3 Identify the actions of the characters in a story.	
Craft and Structure		
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	A.RL.2.4 Identify rhyming or repetition words that meaningfully complete a familiar story, poem, or song.	
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	A.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.	
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	A.RL.2.6 Identify the speakers in a dialogue.	
Integration of Knowledge and Ideas		
RL.2.7 Use information gained from the illustrations and words in a print or digital	A.RL.2.7 Identify illustrations or objects information in print or digital text that depict characters.	



text to demonstrate understanding of its characters, setting, or plot.	
RL.2.8 Not applicable	A.RL.2.8 Not applicable
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	A.RL.2.9 Identify similarities between two versions of a story.
Range of Reading and Level of Text Complexity	
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.2.10 By the end of the year, actively engage in shared reading for <i>a</i> clearly stated purpose.

Reading Informational Text		
Key Ideas and Details		
RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	A.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.	
RI.2.2 Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text.	A.RI.2.2 Identify the topic of the text.	
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	A.RI.2.3 Identify individuals, events, or details in an informational text.	
Craft and Structure		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade</i> 2 topic or subject area.	A.RI.2.4 Identify words related to a topic of a text.	
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	A.RI.2.5 Identify details in informational text or its graphic representations.	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	A.RI.2.6 Identify the author's purpose of a text (e.g., to answer, to explain, or to describe).	
Integration of Knowledge and Ideas		



RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	A.RI.2.7 Identify illustrations or objects/tactual information <i>found within a text.</i>
RI.2.8 Describe how reasons support specific points the author makes in a text.	A.RI.2.8 Identify points the author makes in an informational text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	A.RI.2.9 Identify a common <i>point</i> between two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.2.10 Actively engage in shared reading of informational text including history/SS, science, and technical texts.

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills		
Print Concepts		
Not applicable to Grade 2		
Phonological Awareness		
Not applicable to Grade 2		
Phonics and Word Recognition		
 RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. 	 A.RF.2.3 Demonstrate emerging use of letter- sound knowledge to read words. a. Identify the vowels of the alphabet and introduce short and long vowels. b. Identify and demonstrate letter sound correspondence for single consonants. 	



d. e. f.	Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate	c.1. Decode 10 or more CVC words (e.g., mom, dad, cat, dog). c.2. Introduce multisyllabic words d. Not applicable
	irregularly spelled words.	e. Not applicable
		f. Recognize 10 or more
		written words.
Fluenc	y	
RF.2.4	Read with sufficient accuracy and	A.RF.2.4 Attend to words in print.
fluency	y to support comprehension.	a. Read familiar text
a.	Read on-level text with purpose and	comprised of known words.
	understanding.	b. Not applicable
b.	Read on-level text orally with	c. Not applicable
	accuracy, appropriate rate, and	
	expression on successive readings.	
с.	Use context to confirm or self-	
	correct word recognition and	
	understanding, rereading as	
	necessary.	

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards themselves.

Writing	
Text Types and Purposes	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also)</i> to connect opinion and reasons, and provide a concluding statement or section.	A.W.2.1 <i>With guidance and support,</i> select a book and write, draw, or dictate to state an opinion about <i>the topic or book</i> .
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	A.W.2.2 With guidance and support, select a topic and use drawing, dictation, or writing to compose a message with one fact about the topic.



Production and Distribution of WritingW.2.4 (Begins in Grade 3)A.W.2.4 (Begins in Grade 3)W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.A.W.2.5 With guidance and support from adults and peers, add more information to <i>personal</i> drawing, dictation, or writing to strengthen the message.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.A.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.Research to Build and Present KnowledgeA.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.W.2.9 (Begins in grade 4)A.W.2.9 (Begins in grade 4)Range of WritingA.W.2.10 (Begins in Grade 3)	W.2.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	A.W.2.3 With guidance and support, select an event or personal experience and use drawing, writing, or dictating to compose a message about the experience.	
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W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.A.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.Research to Build and Present KnowledgeA.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).A.W.2.7 Participate in shared research and writing projects.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.W.2.9 (Begins in grade 4)A.W.2.9 (Begins in grade 4)Range of WritingA.W.2.10 (Begins in Grade 3)	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	A.W.2.5 With guidance and support from adults and peers, add more information to <i>personal</i> drawing, dictation, or writing to strengthen the message.	
Research to Build and Present KnowledgeW.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).A.W.2.7 Participate in shared research and writing projects.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.W.2.9 (Begins in grade 4)A.W.2.9 (Begins in grade 4)Range of WritingA.W.2.10 (Begins in Grade 3)	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	A.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).A.W.2.7 Participate in shared research and writing projects.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.W.2.9 (Begins in grade 4)A.W.2.9 (Begins in grade 4)Range of WritingA.W.2.10 (Begins in Grade 3)	Research to Build and Present Knowledge		
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.W.2.9 (Begins in grade 4)A.W.2.9 (Begins in grade 4)Range of WritingA.W.2.10 (Begins in Grade 3)	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	A.W.2.7 Participate in shared research and writing projects.	
W.2.9 (Begins in grade 4)A.W.2.9 (Begins in grade 4)Range of WritingA.W.2.10 (Begins in Grade 3)W.2.10 (Begins in Grade 3)A.W.2.10 (Begins in Grade 3)	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.	
Range of WritingW.2.10 (Begins in Grade 3)A.W.2.10 (Begins in Grade 3)	W.2.9 (Begins in grade 4)	A.W.2.9 (Begins in grade 4)	
W.2.10 (Begins in Grade 3)A.W.2.10 (Begins in Grade 3)	Range of Writing		
	W.2.10 (Begins in Grade 3)	A.W.2.10 (Begins in Grade 3)	

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
 SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time 	 A.SL.2.1 Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult. b. Build on others' talk in conversations by linking their

 about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	A.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	A.SL.2.3 Answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	A.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it.
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	A.SL.2.5 Select visual, audio, or tactual representations to depict a personal experience.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A.SL.2.6 Combine words when communicating to provide clarification.

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking a. Use collective nouns (e.g., group).	 A.L.2.1 Demonstrate understanding of letter and word use. a. <i>Identify</i> all uppercase letters. b. Use common nouns (e.g., mom, dad, boy, girl) in communication.


 b. Form and use frequently occurring irregular plural nouns (e.g., feechildren, teeth, mice, fish). c. Use reflexive pronouns (e.g., mourselves). d. Form and use the past tense of frequently occurring irregular v (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them dependition what is to be modified. f. Produce, expand, and rearrang complete simple and compound sentences (e.g., The boy watched to movie; The little boy watched to movie; The action movie was w by the little boy). 	ring t,c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, her, them).yself,d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Combine two or more words together in communication.d ng onone dd ed the he atchedon
 L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spellin when writing. a. Capitalize holidays, product national geographic names. b. Use commas in greetings and confletters. c. Use an apostrophe to form contractions and frequently oct possessives. d. Generalize learned spelling pat when writing words (e.g., cage badge; boy → boil). e. Consult reference materials, in beginning dictionaries, as need check and correct spellings. 	A.L.2.2 Demonstrate emerging understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. Use commas in dates. c. Not applicable d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling. terns → cluding ed to
Knowledge of Language	
 L.2.3. Use knowledge of language and conventions when writing, speaking, re or listening. a. Compare formal and informal English. 	its eading, uses of A.L.2.3 Use language to achieve desired outcomes when communicating. <i>a. Non applicable</i>
Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning unknown and multiple-meaning words phrases based on <i>grade 2 reading and</i>	of andA.L.2.4 Demonstrate knowledge of word meanings. a. Identify new vocabulary from reading and content areas.



content, choosing flexibly from an array of	b. Not applicable
 strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 	 c. Not applicable d. Identify the words comprising compound words. (e.g., cupcake, notebook, bookshelf) e. Not applicable
 d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning 	
 L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). 	 A.L.2.5 Demonstrate understanding of word relationships and use. a. Identify real-life connections between words and their use (e.g., happy: "I am happy."). b. Demonstrate understanding of the meaning of common verbs.
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	A.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.



MS AAAS for English Language Arts Grades 3-5



The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	A.RL.3.2 Associate details with events in stories from diverse cultures.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	A.RL.3.3 Identify the feelings of characters in a story.
Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	A.RL.3.4 Determine words and phrases that complete sentences in a text.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	A.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	A.RL.3.6 Identify personal point of view about a text.



Integration of Knowledge and Ideas		
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	A.RL.3.7 Identify parts of illustrations or information that depict a particular setting or event.	
RL.3.8 Not applicable	A.RL.3.8 Not applicable	
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	A.RL.3.9 Identify common <i>points</i> in two stories in a series.	
Range of Reading and Level of Text Complexity		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	A.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.	

Reading Informational Text	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	A.RI.3.2 Identify details in a text.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	A.RI.3.3 Order two events from a text as "first" and "next."
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topics</i> or subject area.	A.RI.3.4 Determine words and phrases that complete sentences in a text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	A.RI.3.5 Identify text features including headings and key words.
RI.3.6 Distinguish their own point of view from that of the author of a text.	A.RI.3.6 Identify personal point of view about a text.



Integration of Knowledge and Ideas		
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	A.RI.3.7 Use information gained from <i>illustrations (e.g., maps, photographs, drawings)</i> and words in the text to answer who and what questions.	
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	A.RI.3.8 Identify two related points the author makes in an informational text.	
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	A.RI.3.9 Identify similarities between two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.3.10 By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.	A.RI.3.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than will struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills		
Print Concepts		
Not applicable in Grade 3.		
Phonological Awareness		
Not applicable in Grade 3.		
Phonics and Word Recognition		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	A.RF.3.3 Use letter-sound knowledge to read words.	



a. b. c. d.	Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words.	 a. In context, demonstrate basic knowledge of letter-sound correspondences. b. Sort long and short vowel words. c. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rhymes). d. Decode two-syllable words. e. Recognize 40 or more written words.
Fluenc	SV	
RF.3.4	Read with sufficient accuracy and	A.RF.3.4 Read words in text.
fluenc	y to support comprehension.	a. Read familiar text
a.	Read on-level text with purpose and	comprised of known words.
	understanding.	b. Not applicable
b.	Read on-level prose and poetry orally	c. Use context to determine
	with accuracy, appropriate rate, and	missing words in familiar
	expression on successive readings.	texts.
с.	Use context to confirm or self-correct	
	word recognition and understanding,	

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards themselves.

Writing	
Text Types and Purposes	
 W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. 	 A.W.3.1 With guidance and support, write opinions about topics or text. a. Select a text and write an opinion about it. b. Provide one reason to support an opinion about a text. c. Not applicable d. Not applicable



 c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	
W 2 2 Write informative / evelopatory texts	AW32 With auidance and support write to
to examine a tonic and convey ideas and	share information supported by details
information clearly	a Select a tonic and provide one fact or
a. Introduce a topic and group related	detail.
information together: include	b. Not applicable
illustrations when useful to aiding	c. Not applicable
comprehension	d. Not applicable
b Develop the topic with facts	
definitions and details	
c Use linking words and phrases (e.g.	
also another and more but) to	
connect ideas within categories of	
information.	
d Provide a concluding statement or	
section	
W 2 2 Write parratives to develop real or	A W 2 2 With guidance and support write about
imagined experiences or events using	events or personal experiences
effective technique descriptive details and	a Select an event or personal experience
clear event sequences.	and provide information about it
a. Establish a situation and introduce a	including the names of people involved
narrator and/or characters; organize	h Not applicable
an event sequence that unfolds	c. Not applicable
naturally.	d. Not applicable
b. Use dialogue and descriptions of	
actions, thoughts, and feelings to	
develop experiences and events or	
show the response of characters to	
situations.	
c. Use temporal words and phrases to	
signal event order.	
d. Provide a sense of closure.	
Production and Distribution of Writing	
W.3.4 With guidance and support from adults, produce writing in which the development and appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.3.4 With guidance and support, produce writing that expresses more than one idea.



W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 3.)	A.W.3.5 With guidance and support, revise their own writing.	
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	A.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	
Research to Build and Present Knowledge		
W.3.7 Conduct short research projects that build knowledge about a topic.	A.W.3.7 <i>With guidance and support,</i> identify information about a topic for a research project.	
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	A.W.3.8 Sort information on a topic or personal experience into two provided categories about each one.	
W.3.9 (Begins in Grade 4)	A.W.3.9 (Begins in Grade 4)	
Range of Writing		
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.3.10 <i>With guidance and support,</i> write routinely for a variety of tasks, purposes, and audiences.	

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking a	nd Listening	
Comprehension and Collaboration		
 SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	 A.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas. 	



 b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	
SL.3.2 Determine the main ideas and	A.SL.3.2 Identify details in a text read aloud or
information presented in diverse media and	media
formats, including visually, quantitatively, and	incula.
orally.	
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	A.SL.3.3 Ask or answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas	
SL.3.4 Report on a topic or text, tell a story, or	A.SL.3.4 Recount a personal experience,
recount an experience with appropriate facts	story, or topic including details.
and relevant, descriptive details, speaking	
clearly at an understandable pace.	
SL.3.5 Create engaging audio recordings of	A.SL.3.5 Create a multimedia presentation of
stories or poems that demonstrate fluid	a story or poem.
displays when appropriate to emphasize or	
enhance certain facts or details.	
SL.3.6 Speak in complete sentences when	A.SL.3.6 Combine words for effective
appropriate to task and situation in order to	communication to clarify thoughts, feelings,
provide requested detail or clarification.	and ideas in various contexts.

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.3.1 Demonstrate command of the	A.L.3.1 Demonstrate standard English
conventions of standard English grammar	grammar and usage when communicating.



and us keybo	age when writing (printing, cursive, or arding) or speaking.	a.	Uses noun + verb, noun + adjective, and subject + verb + object combinations in
а.	Explain the function of nouns.		communication.
	pronouns, verbs, adjectives, and	b.	Use regular plural nouns in
	adverbs in general and their functions		communication.
	in particular sentences	C.	Not applicable
h	Form and use regular and irregular	d d	Use present and past tense verbs
υ.	nlural nouns	۵. ۵	Not applicable
6	plural noulls.	f	Not applicable
ر. ط	Corm and use regular and irregular	σ	Lise common adjectives
u.	Form and use regular and irregular	5. h	Not applicable (see A \downarrow 3.1.a)
	Verbs.	i	Ask simple questions
e.	Form and use the simple (e.g., <i>i</i>	1.	Ask simple questions.
	waiked; i waik; i wiii waik) verb		
<i>.</i>	tenses.		
t.	Ensure subject-verb and pronoun-		
	antecedent agreement.		
g.	Form and use comparative and		
	superlative adjectives and adverbs,		
	and choose between them depending		
	on what is to be modified.		
h.	Use coordinating and subordinating		
	conjunctions.		
i.	Produce simple, compound, and		
	complex sentences.		
Know	edge of Language		
Knowl	edge of Language Demonstrate command of the	A.L.3.2	2 Demonstrate <i>an</i> understanding
Knowl	edge of Language Demonstrate command of the ntions of standard English	A.L.3.2 of con	2 Demonstrate <i>an</i> understanding ventions of standard English.
Knowl	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling	A.L.3.2 of cont a.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i>
Knowl	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing.	A.L.3.2 of con <i>a</i> .	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> <i>words and titles (e.g., Dr., Mrs., Ms.,</i>
Knowl L.3.2 [conver capita when a.	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing. Capitalize appropriate words in titles.	A.L.3.2 of con a.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> words and titles (e.g., Dr., Mrs., Ms., Mr.)
Knowl L.3.2 [conver capita when a. b.	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing. Capitalize appropriate words in titles. Use commas in addresses.	A.L.3.2 of con <i>a.</i> b.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> <i>words and titles (e.g., Dr., Mrs., Ms.,</i> <i>Mr.)</i> During shared writing, indicate the need
Knowl L.3.2 C conver capita when a. b. c.	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in	A.L.3.2 of con a. b.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> <i>words and titles (e.g., Dr., Mrs., Ms.,</i> <i>Mr.)</i> During shared writing, indicate the need to add a <i>nunctuation</i> at the end of a
Knowl L.3.2 C conver capita when a. b. c.	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue.	A.L.3.2 of con a. b.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> <i>words and titles (e.g., Dr., Mrs., Ms.,</i> <i>Mr.)</i> During shared writing, indicate the need to add a <i>punctuation</i> at the end of a
Knowl L.3.2 [conver capita when a. b. c. d.	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives.	A.L.3.2 of con <i>a.</i> b.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> <i>words and titles (e.g., Dr., Mrs., Ms.,</i> <i>Mr.)</i> During shared writing, indicate the need to add a <i>punctuation</i> at the end of a sentence.
Knowl L.3.2 C conver capita when a. b. c. d. e.	edge of Language Demonstrate command of the ntions of standard English lization, punctuation, and spelling writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-	A.L.3.2 of con a. b.	2 Demonstrate <i>an</i> understanding ventions of standard English. Capitalize the first letter of <i>appropriate</i> <i>words and titles (e.g., Dr., Mrs., Ms.,</i> <i>Mr.)</i> During shared writing, indicate the need to add a <i>punctuation</i> at the end of a sentence. <i>Use commas in a series of words.</i>
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Knowledge of Language	
 L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English. 	 A.L.3.3 Use language to achieve desired outcomes when communicating. a. Use language to make simple requests, comment, or share information. b. Not applicable
Vocabulary Acquisition and Use	
 L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>Grade 3 reading and content,</i> choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</i> c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>companion).</i> d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	 A.L.3.4 Demonstrate knowledge of word meanings. a. Use sentence level context to determine what word is missing from a sentence read aloud. b. Identify the temporal meaning of words when common affixes (e.g., -ing, -ed) are added to common verbs. c. Introduce root words d. Demonstrate resources to find meaning of unknown words.
 L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or 	 A.L.3.5 Demonstrate understanding of word relationships and use. a. Determine the meaning of words and phrases in context. b. Identify real-life connections between words and their use (e.g., happy: "I am happy."). c. Identify words that describe personal emotional states.



degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
L.3.6 Acquire and use accurately grade- appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner</i> <i>that night we went looking for them</i>).	A.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).



The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RL.4.1 Use details from the text to recount what the text says.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	A.RL.4.2 Identify the central idea of a familiar story, drama or poem.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	A.RL.4.3 Use details from the text to describe characters in the story.
Craft and Structure	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	A.RL.4.4 Determine the meaning of words in a text.
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	A.RL.4.5 Identify elements <i>in a story (e.g., characters, settings, plot, etc.)</i>
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	A.RL.4.6 Identify the narrator of a story.



Integration of Knowledge and Ideas	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	A.RL.4.7 Make connections between the text representation of a story and a visual, or oral version of a story.
RL.4.8 Not applicable	A.RL.4.8 Not applicable
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	A.RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.
Range of Reading and Level of Text Complexity	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.4.10 Demonstrate an understanding of text while actively engaging in shared reading of stories, dramas, and poetry.

Reading Informational Text		
Key Ideas and Details		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RI.4.1 Identify details in an informational text.	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	A.RI.4.2 Identify the main idea of a text when it is explicitly stated.	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	A.RI.4.3 Identify a detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	
Craft and Structure		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i> .	A.RI.4.4 Determine meaning of words in text.	
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	A.RI.4.5 Identify elements that are characteristic of informational texts.	



RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	A.RI.4.6 Compare <i>one's</i> own experience with a written account of the experience.	
Integration of Knowledge and Ideas		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	A.RI.4.7 Answer questions about information presented visually or orally.	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	A.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	A.RI.4.9 Compare details presented in two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills
Print Concepts
Not applicable in Grade 3.
Phonological Awareness
Not applicable in Grade 3.
Phonics and Word Recognition



 RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	 A.RF.4.3 Use letter-sound knowledge to read words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency <i>rhymes</i>).
Fluency	
 RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, recognition and understanding, recognition and understanding, 	 A.RF.4.4 Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable c. Use letter knowledge and context to support word recognition when reading.

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards themselves.

Text Types and PurposesW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.A.W.4.1 With guidan opinions about topics a. Select a topic about it.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.b. List reasons topics c. Not applicable d. Not applicableb. Provide reasons that are supported by facts and detailsc.	Writing		
 W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details A.W.4.1 With guidant opinions about topics a. Select a topic about it. b. List reasons to c. Not applicable d. Not applicable d	Text Types and Purposes		
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<i>ce and support,</i> write or text. or text and w an opinion support the opinion.		



 W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information guest bacause). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	d. Pro sec pre	ovide a concluding statement or ction related to the opinion esented.	
 c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and experiences or events. e. Provide a conclusion that follows from the narrated experiences or events. 	W.4.2 Write to examine informatio a. Intr rela and (e.g mu con b. Dev def quo exa	te informative/explanatory texts e a topic and convey ideas and on clearly. roduce a topic clearly and group ated information in paragraphs d sections; include formatting g., headings), illustrations, and ultimedia when useful to aiding mprehension. velop the topic with facts, finitions, concrete details, otations, or other information and amples related to the topic.	 A.W.4.2 With guidance and support, write to share information supported by details. a. Select a topic and <i>present</i> about it including related visual, or multimedia information as appropriate. b. List words, facts, or details related to the topic. c. Not applicable d. Not applicable e. Not applicable
 d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	c. Lini info (e.g	k ideas within categories of ormation using words and phrases g., another, for example, also cause).	
 e. Provide a concluding statement or section related to the information or explanation presented. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	d. Use spe or e	e precise language and domain- ecific vocabulary to inform about explain the topic.	
 W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. A.W.4.3 With guidance and support, write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. c. Not applicable d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	e. Pro sec exp	ovide a concluding statement or ction related to the information or planation presented.	
 b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. d. Use concrete words or the narrated experiences or events. 	W.4.3 Write imagined e effective te clear event a. Orie situ and seq	te narratives to develop real or experiences or events using echnique, descriptive details, and t sequences. ient the reader by establishing a uation and introducing a narrator d/or characters; organize an event quence that unfolds naturally.	 A.W.4.3 With guidance and support, write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. c. Not applicable
 c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	b. Use dev sho situ	e dialogue and description to velop experiences and events or ow the responses of characters to uations.	d. Not applicable e. Not applicable
 d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	c. Use and of e	e a variety of transitional words d phrases to manage the sequence events.	
e. Provide a conclusion that follows from the narrated experiences or events.	d. Use sen and	e concrete words and phrases and nsory details to convey experiences d events precisely.	
	e. Pro froi eve	ovide a conclusion that follows om the narrated experiences or ents.	



Production and Distribution of Writing		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.4.4 <i>With guidance and support,</i> produce writing that expresses more than one idea.	
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	A.W.4.5 With guidance and support, plan before writing and revise own writing.	
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	A.W.4.6 With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.	
Research to Build and Present Knowledge		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	A.W.4.7 <i>With guidance and support,</i> gather information about a topic from two or more sources for a research project.	
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	A.W.4.8 Recall and sort information from personal experiences or a topic into given categories.	
 W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply <i>Grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 	 A.W.4.9 With guidance and support, recall information from literary and informational text to support writing. a. Apply MS-AAAS of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story"). b. Apply MS-AAAS of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text"). 	
Range of Writing		
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	A.W.4.10 <i>With guidance and support,</i> write routinely for a variety of tasks, purposes, and audiences.	



sitting or a day or two) for a range of discipline- specific tasks, purposes, and	
audiences.	
audiences.	

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening		
Comprehension and Collaboration		
 SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	 A.SL.4.1 Engage in collaborative discussions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. Carry out <i>an</i> assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion. 	
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	A.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.	
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	A.SL.4.3 Identify a point that the speaker makes.	
Presentation of Knowledge and Ideas		
SL.4.4 Report on a topic or text, tell a story, or recount an experience with appropriate	A.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.	



facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL.4.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	A.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.
SL.4.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language		
Conventions of Standard English		
 L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). 	 A.L.4.1 Demonstrate standard English grammar and usage when communicating. a. Use pronouns. b. Combine common nouns with verbs, nouns, or pronouns in communication. c. Not applicable d. Use adjectives to describe people or objects. e. Use common prepositions (e.g., to, from, in, out, on, off, by, with) f. With support, produce simple sentence. g. Not applicable 	
 f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 		
g. Correctly use frequently confused words (e.g., <i>to, too, two; there,</i> <i>their).</i> *		



 L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	 A.L.4.2 Demonstrate understanding of conventions of standard English. a. Capitalize the first word in a sentence. b. Not applicable c. Not applicable d. Spell words phonetically, drawing on knowledge of lettersound relationships, and/or common spelling patterns.
Knowledge of Language	
 L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	 A.L.4.3 Use language to achieve desired outcomes when communicating. a. Use language to express emotion. b. Not applicable c. Communicate effectively with peers and adults.
Knowledge of Language	
 L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4</i> reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or 	 A.L.4.4 Demonstrate knowledge of word meanings. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable



clarify the precise meaning of key words and phrases.		
Vocabulary Acquisition and Use		
 L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	 A.L.4.5 Demonstrate understanding of word relationships and use. a. Not applicable b. Identify common idioms (e.g., no way, not a chance, you bet). c. Demonstrate understanding of opposites. 	
L.4.6 Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined,</i> <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation,</i> and <i>endangered</i> when discussing animal preservation).	A.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	



The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature		
Key Ideas and Details		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RL.5.1 Identify words in the text to answer a question about explicit information.	
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	A.RL.5.2 Identify the central idea or theme of a story, drama or poem.	
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	A.RL.5.3 Compare two characters in a familiar story.	
Craft and Structure		
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	A.RL.5.4 Determine the intended meaning of multi-meaning words in a text (<i>e.g. bare, bear, their, there, to, two</i>).	
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	A.RL.5.5 Identify a story element that undergoes change from beginning to end.	
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	A.RL.5.6 Determine the point of view of the narrator.	
Integration of Knowledge and Ideas		
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel,	A.RL.5.7 Identify illustrations, or multimedia elements that add to understanding of a text.	



multimedia presentation of fiction, folktale, myth, poem).	
RL.5.8 Not applicable	A.RL.5.8 Not applicable
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	A.RL.5.9 Compare stories in the same genre.
Range of Reading and Level of Text Complexity	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.	A.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

Reading Informational Text		
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RI.5.1 Identify words in the text to answer a question about explicit information.	
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	A.RI.5.2 Identify the main idea of a text when it is not explicitly stated.	
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	A.RI.5.3 Compare two individuals, events, or ideas in a text.	
Craft and Structure		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 5 topic or subject area</i> .	A.RI.5.4 Determine the meanings of domain-specific words and phrases.	
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	A.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	A.RI.5.6 Compare two books on the same topic.	



Integration of Knowledge and Ideas		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	A.RI.5.7 Locate information in print or digital sources.	
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	A.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	A.RI.5.9 Compare and contrast details gained from two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	A.RI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills		
Print Concepts		
Not applicable in Grade 3.		
Phonological Awareness		
Not applicable in Grade 3.		
Phonics and Word Recognition		
 RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) 	 A.RF.5.3 Use letter-sound knowledge to read words. a. Read common sight words, decode single syllable words and introduce multisyllabic words. 	



to read accurately unfamiliar multisyllabic words in context and out of context.	
Fluency	
 RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	 A.RF.5.4 Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable c. Use context to confirm or self-correct word recognition when reading.

The following standards for Grade 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards themselves.

Writing	
Text Types and Purposes	
 W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	 A.W.5.1 With guidance and support, write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion. c. Not applicable d. Not applicable



W.5.2 exami inform a.	Write informative/explanatory texts to ne a topic and convey ideas and nation clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings),	 A.W.5.2 With guidance and support, write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic.
b.	illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and	c. Not applicabled. Not applicablee. Not applicable
C.	examples related to the topic. Link ideas within and across categories of information using words, phrases, and (e.g., <i>in contrast,</i>	
d.	Use precise language and domain- specific vocabulary to inform about or explain the topic	
e.	Provide a concluding statement or section related to the information or explanation presented.	
W.5.3	Write narratives to develop real or	A.W.5.3 With auidance and support write
imagir	ned experiences or events using	about events or personal experiences.
effecti	ve technique, descriptive details, and	a. Write about an experience or event
clear e	event sequences.	including three or more events in
a.	Orient the reader by establishing a	sequence.
	situation and introducing a narrator	b. Not applicable
	and/or characters; organize an event	c. Not applicable
	sequence that unfolds naturally.	d. Not applicable
b.	Use narrative techniques, such as	e. Not applicable
	dialogue, description, and pacing, to	
	show the responses of characters to	
	situations	
ſ	Use a variety of transitional words	
с.	phrases, and clauses to manage the	
	sequence of events.	
d.	Use concrete words and phrases and	
	sensory details to convey experiences	
	and events precisely.	
e.	and events precisely. Provide a conclusion that follows from	



Production and Distribution of Writing	
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards1–3 above.)	A.W.5.4 <i>With guidance and support,</i> produce writing that is appropriate for a stated task or purpose.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	A.W.5.5 With guidance and support, plan before writing and revise own writing.
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	A.W.5.6 With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	A.W.5.7 <i>With guidance and support,</i> conduct short research projects using two or more sources.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	A.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.
 W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>Grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidences"). 	 A.W.5.9 With guidance and support, use information from literary and informational text to support writing. a. Apply MS-AAAS of Grade 5 Reading Standards to literature (e.g., "Compare and contrast two characters in the story"). b. Apply MS-AAAS of Grade 5 Reading Standards to informational texts (e.g., "Identify specific reasons and evidence for supporting specific points in an informational text.").



Range of Writing	
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.5.10 <i>With guidance and support,</i> write routinely for a variety of tasks, purposes, and audiences.

The following standards for Grade 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
 SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 5 topics and texts,</i> building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	 A.SL.5.1 Engage in collaborative discussions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	A.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.



SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	A.SL.5.3 Identify the reasons and evidence supporting a specific point.
Presentation of Knowledge and Ideas	
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	A.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	A.SL.5.5 Select or create audio recordings and visual displays to enhance a presentation.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	A.SL.5.6 Differentiate between contexts that require formal and informal communication.

The following standards for Grade 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
 L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked)</i> verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense * 	 A.L.5.1 Demonstrate standard English grammar and usage when communicating. a. Explain the function of a conjunction and interjections. b. Form and use the past tense of frequently occurring words. c. Not applicable d. Not applicable e. Use frequently occurring conjunctions, such as and, but, or, for, and because.



 e. Use correlative conjunctions (e.g., either/or, neither/nor). 	
 L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you),</i> to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?),</i> and to indicate direct address (e.g., <i>Is that you, Steve?).</i> d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	 A.L.5.2 Demonstrate understanding of conventions of standard English. a. Use ending punctuation in sentences (i.e., question marks, period, exclamation points). b. Not applicable c. Not applicable d. Identify quotation marks to mark direct speech and quotations in a text. e. Spell unfamiliar words phonetically, drawing on letter-sound relationships and common spelling patterns.
Knowledge of Language	
 L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	 A.L.5.3 Use language to achieve desired meaning when communicating. a. Communicate using complete sentences. b. Not applicable
Vocabulary Acquisition and Use	
 L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content,</i> choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase 	 A.L.5.4 Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking,



 c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
 L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	 A.L.5.5 Demonstrate understanding of word relationship and use. a. Use simple, common idioms (e.g., you bet, it's a deal, we're cool). b. Not applicable c. Demonstrate understanding of words that have similar meanings.
L.5.6 Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	A.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.



MS AAAS for English Language Arts Grades 6-8



The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature	
Key Ideas and Details	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.6.1 Determine what a text says explicitly as well as what simple inferences can be drawn.
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.	A.RL.6.2 Identify details in a text that are related to the theme or central idea.
RL.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	A.RL.6.3 Identify how a character responds to a challenge in a story.
Craft and Structure	
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	A.RL.6.4 Determine how word choice changes the meaning in a text.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	A.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	A.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.
Integration of Knowledge and Ideas	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to	A.RL.6.7 Compare the experience of reading or listening to a written story, drama, or poem



listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	with the experience of watching video or live performance of the same text.
RL.6.8 Not applicable	A.RL.6.8 Not applicable
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	A.RL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity	
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

Reading Informational Text	
Key Ideas and Details	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A.RI.6.2 Determine the main idea of a passage and details or facts related to it.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	A.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	A.RI.6.4 Determine how word choice changes the meaning of a text.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	A.RI.6.5 Determine how the title fits the structure of the text.


RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	A.RI.6.6 Identify words or phrases in the text that describe or show the author's point of view.	
Integration of Knowledge and Ideas		
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	A.RI.6.7 Find similarities in information presented in different media or formats as well as in text.	
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	A.RI.6.8 <i>Identify</i> claims in a text supported by reason.	
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	A.RI.6.9 Compare and contrast how two texts describe the same event.	
Range of Reading and Level of Text Complexity		
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.6.10 Demonstrate understanding <i>of</i> literary nonfiction <i>that has been read aloud</i> .	

The following standards for Grade 6 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
 W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	 A.W.6.1 With guidance and support, write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text. c. Not applicable d. Not applicable e. Not applicable



 c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	
W.6.2 Write informative/explanatory texts	A.W.6.2 With guidance and support, write to
to examine a topic and convey ideas,	share information supported by details.
concepts, and information through the	a. Introduce a topic and write to convey
selection, organization, and analysis of	ideas and information about it including
relevant content.	visual, tactual, or multimedia
a. Introduce a topic; organize ideas,	information as appropriate.
concepts, and information, using	b. Provide facts, details, or other
strategies such as definition,	Information related to the topic.
classification, comparison/contrast,	c. Not applicable
(o g boodings) graphics (o g charts	u. Not applicable
tables) and multimedia when useful	f Not applicable
to aiding comprehension.	
b. Develop the topic with relevant facts.	
definitions, concrete details,	
quotations, or other information and	
examples.	
c. Use appropriate transitions to clarify	
the relationships among ideas and	
concepts.	
d. Use precise language and domain-	
specific vocabulary to inform about	
or explain the topic.	
e. Establish and maintain a formal style.	
section that follows from the	
information or explanation	
presented.	
W.6.3 Write narratives to develop real or	A.W.6.3 With auidance and support, write about
imagined experiences or events using	events or personal experiences.
effective technique, relevant descriptive	a. Write a narrative about a real or
details, and well-structured event sequences.	imagined experience introducing the
a. Engage and orient the reader by	experience and including two or more
establishing a context and introducing	events.
a narrator and/or characters; organize	b. Not applicable
an event sequence that unfolds	c. Use words that establish the time frame.
naturally and logically.	d. Use words that convey specific details
b. Use narrative techniques, such as	about the experience or event.
dialogue, pacing, and description, to	e. Not applicable



 develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 		
Production and Distribution of Writing		
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.6.4 <i>With guidance and support,</i> produce writing that is appropriate for the task, purpose, or audience.	
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.)	A.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.	
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	A.W.6.6 <i>With guidance and support,</i> use technology, including the internet, to produce writing while interacting and collaborating with others.	
Research to Build and Present Knowledge		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	EE W.6.7 <i>With guidance and support,</i> conduct short research projects to answer a question.	
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	A.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.	



 W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grade 6 Reading standards to literary texts (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply Grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). 	 A.W.6.9 With guidance and support, use information from literary and informational text to support writing. a. Apply MS-AAAS of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text"). b. Apply MS-AAAS of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence").
Range of Writing	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.6.10 <i>With guidance and support,</i> write routinely for a variety of tasks, purposes, and audiences.

The following standards for Grade 6 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
 SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 	 A.SL.6.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. Follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. d. Restate key ideas expressed in the discussion.



 b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	A.SL.6.2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	A.SL.6.3 Identify the reasons and evidence supporting the claims made by the speaker.
Presentation of Knowledge and Ideas	
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	A.SL.6.4 Present findings on a topic including descriptions, facts, or details.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	A.SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 for specific expectations.)	A.SL.6.6 Use formal and informal language as appropriate to the communication partner.



The following standards for Grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
 L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves)</i>. c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	 A.L.6.1 Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., he, she, they) correctly. b. Use indefinite pronouns. c. Not applicable d. Not applicable e. Not applicable
 L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. Knowledge of Language 	 A.L.6.2 Demonstrate understanding of conventions of standard English. a. Use question marks at the end of written questions. b. Spell unknown words phonetically, drawing on letter sound relationships and common spelling patterns.
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	A.L.6.3 Use language to achieve desired outcomes when communicating.



 a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 	 a. Vary use of language when the listener or reader does not understand the initial attempt. b. Not applicable
Vocabulary Acquisition and Use	
 L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible)</i>. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	 A.L.6.4 Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Not applicable c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	A.L.6.5 Demonstrate understanding of word relationships and use. a. Identify the meaning of simple similes
a. Interpret figures of speech (e.g., personification) in context.	(e.g., the man was as big as a tree). b. Demonstrate understanding of words by
 b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). 	identifying other words with similar and different meanings. c. Not applicable
L.6.6 Acquire and use accurately grade- appropriate general academic and domain-	A.L.6.6 Use general academic and domain- specific words and phrases across contexts.



specific words and phrases; gather	
vocabulary knowledge when considering a	
word or phrase important to comprehension	
or expression.	



Grade 7

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature		
Key Ideas and Details		
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.	
RL.7.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis	A.RL.7.2 <i>With support from adults,</i> identify the theme.	
RL.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	A.RL.7.3 Determine how two or more story elements are related.	
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone.	A.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.	
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	A.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).	
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	A.RL.7.6 Compare the points of view of two or more characters or narrators in a text.	



Integration of Knowledge and Ideas		
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	A.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	
RL.7.8 Not applicable	A.RL.7.8 Not applicable	
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	A.RL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	
Range of Reading and Level of Text Complexit	Y	
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	
Reading Informational Text		
Key Ideas and Details		
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.7.1 Identify where information is explicitly stated and where inferences must be drawn <i>in text</i> .	
RI.7.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	A.RI.7.2 Determine two or more central ideas in a text.	
RI.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	A.RI.7.3 Determine how two individuals, events, or ideas in a text are related.	
Craft and Structure		
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone.	A.RI.7.4 Determine how words or phrases are used to persuade or inform a text.	



RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	A.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.	
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	A.RI.7.6 Determine an author's purpose or point of view.	
Integration of Knowledge and Ideas		
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	A.RI.7.7 Compare a text to an audio, video, or multimedia version of the same text.	
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	A.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.	
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	A.RI.7.9 Compare and contrast how different texts on the same topic present the details.	
Range of Reading and Text Complexity		
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.	

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.



Writing	
Text Types and Purposes	
 W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), 	 A.W.7.1 With guidance and support, write claims about topics or texts. a. Given a topic or text, write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (e.g., first, next, also) to create cohesion. d. Not applicable e. Not applicable
 reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and 	
 W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to protect of the second seco	 A.W.7.2 With guidance and support, write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Select domain-specific vocabulary to use in writing about the topic. e. Not applicable f. Not applicable f. Not applicable



 relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	
 W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	 A.W.7.3 With guidance and support, write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative. e. Not applicable
Production and Distribution of Writing	
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.7.4 <i>With guidance and support,</i> produce writing that is appropriate for the task, purpose, or audience.



W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	A.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite source to interact and collaborate with others, including linking to and citing sources.	A.W.7.6 <i>With guidance and support,</i> use technology, including the Internet, to produce writing to interact and collaborate with others.
Research to Build and Present Knowledge	
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	A.W.7.7 <i>With guidance and support,</i> conduct research to answer a question based on multiple sources of information.
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	A.W.7.8 <i>With guidance and support,</i> identify quotes providing relevant information about a topic from multiple print or digital sources.
 W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grade 7 Reading standards to literary texts (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of b. Apply Grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). 	 A.W.7.9 With guidance and support, use information from literary and informational text to support writing. a. Apply MS-AAAS of Grade 7 Reading Standards to literature (e.g., "Recognize the difference between fictional characters"). b. Apply MS-AAAS of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument").



Range of Reading and Level of Text Complexity	
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.7.10 <i>With guidance and support,</i> write routinely for a variety of tasks, purposes, and audiences.

The following standards for Grade 7 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
 SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when 	 A.SL.7.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. Follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	A.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.



SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	A.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.
Presentation of Knowledge and Ideas	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	A.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	A.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., <i>provide concise information</i>) as required by the context, task, and communication partner.

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
 L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	 A.L.7.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Produce complete simple sentences when writing or communicating. c. Not applicable



 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	
 L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt).</i> b. Spell correctly. 	 A.L.7.2 Demonstrate understanding of conventions of standard English. a. Use end punctuation when writing a sentence or question. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
 L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	 A.L.7.3 Use language to achieve desired outcomes when communicating. a. Use precise language as required to achieve desired meaning.
Vocabulary Acquisition and Use	
 L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of a word or phrase (e.g., by checking 	 A.L.7.4 Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable



the inferred meaning in context or in a dictionary).	
 L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending).</i> 	 A.L.7.5 Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms. c. Not applicable
L.7.6 Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.7.6 Use general academic and domain- specific words and phrases across contexts.



Grade 8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature		
Key Ideas and Details		
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.8.1 Cite text to support inferences from stories and poems.	
RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	A.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.	
RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision	A.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.	
Craft and Structure		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	A.RL.8.4 Determine connotative meanings of words and phrases in a text.	
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	A.RL.8.5 Compare and contrast the structure of two or more texts.	



RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	A.RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	
Integration of Knowledge and Ideas		
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	A.RL.8.7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.	
RL.8.8 Not applicable	A.RL.8.8 Not applicable	
RL.8.9 Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.	A.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	
Range of Reading and Level of Text Complexity		
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6–8 text complexity band independently and proficiently.	A.RL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	
Reading Info	rmational Text	
Key Ideas and Details		
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.8.1 Cite text to support inferences from informational text.	
RI.8.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	A.RI.8.2 Provide a summary of a familiar informational text.	
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	A.RI.8.3 Recount events in the order they were presented in the text.	



Craft and Structure		
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	A.RI.8.4 Determine connotative meanings of words and phrases in a text.	
RI.8.5 Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	A.RI.8.5 Locate the topic sentence and supporting details in a paragraph.	
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	A.RI.8.6 Determine an author's purpose or point of view and identify examples from text that describe or support it.	
Integration of Knowledge and Ideas		
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	A.RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.	
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	A.RI.8.8 Determine the argument made by an author in an informational text.	
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	A.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.	
Range of Reading and Text Complexity		
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6–8 text complexity band independently and proficiently.	A.RI.8.10 Demonstrate understanding while actively reading or listening to literary nonfiction.	

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.



Writing		
Text Types and Purposes		
 W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and 	 A.W.8.1 With guidance and support, write claims about topics or texts. a. Introduce the claim and provide reasons or pieces of evidence to support it. b. Write reasons to support a claim about a topic or text. c. Not applicable d. Not applicable e. Not applicable 	
 section that follows from and supports the argument presented. W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 	 A.W.8.2 With guidance and support, write to share information supported by details. a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Write one or more facts or details related to the topic. c. Write complete thoughts as appropriate. d. Use domain-specific vocabulary related to the topic. e. Not applicable f. Provide a closing. 	



 d. Use precise language and domain- specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented 	
 W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	 A.W.8.3 With guidance and support, write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.
Production and Distribution of Writing	
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A.W.8.4 <i>With guidance and support,</i> produce writing that is appropriate for the task, purpose, or audience.



W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	A.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	A.W.8.6 <i>With guidance and support,</i> use technology, including the internet, to produce writing to interact and collaborate with others.
Research to Build and Present Knowledge	
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	A.W.8.7 <i>With guidance and support,</i> conduct short research projects to answer and pose questions based on one source of information.
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	A.W.8.8 Select quotes providing relevant information about a topic from multiple print or digital sources.
 W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new."). b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the 	 A.W.8.9 With guidance and support, use information from literary and informational text to support writing. a. Apply MS-AAAS of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas"). b. Apply MS-AAAS of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument").



evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").	
Range of Reading and Level of Text Complexit	ty
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.8.10 <i>With guidance and support,</i> write routinely for a variety of tasks, purposes, and audiences.

The following standards for Grade 8 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening		
Comprehension and Collaboration		
SL.8.1 Engage effectively in a range of	A.SL.8.1 Engage in collaborative discussions.	
collaborative discussions (one-on-one, in	a. Come to discussions prepared to	
partners on Grade 8 tonics texts and issues	b Follow simple rules and carry out	
building on others' ideas and expressing their	assigned roles during discussions.	
own clearly.	c. Remain on the topic of the discussion	
a. Come to discussions prepared, having	when asking or answering questions	
read or researched material under	or making other contributions to a	
study; explicitly draw on that	discussion.	
preparation by referring to evidence	 Acknowledge new information expressed by others in a discussion 	
on the topic, text, or issue to probe	and relate it to own ideas	
b Follow rules for collegial discussions		
and decision- making, track progress		
toward specific goals and deadlines.		
and define individual roles as needed.		
c. Pose questions that connect the ideas		
of several speakers and respond to		
others' questions and comments with		
relevant evidence, observations, and		
ideas.		
d. Acknowledge new information		
expressed by others, and, when warranted, qualify or justify their own		
views in light of the evidence		
presented.		
1		



SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	A.SL.8.2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	A.SL.8.3 Determine the argument made by a speaker on a topic.
Presentation of Knowledge and Ideas	
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	A.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	A.SL.8.5 Include multimedia and visual information into presentations.
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.8.6 Adapt communication to a variety of contexts and tasks.

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).



Language		
Conventions of Standard English		
 L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 	 A.L.8.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). c. Use appropriate verbs to match nouns. d. Not applicable 	
 L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	 A.L.8.2 Demonstrate understanding of conventions of standard English. a. Use end punctuation and capitalization when writing a sentence or question. b. Not applicable c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. 	
Knowledge of Language		
 L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	 A.L.8.3 Use language to achieve desired outcomes when communicating. a. Use to-be verbs (<i>e.g.</i>, am, are, is, was, were, be, become, became) accurately when writing and communicating. 	
Vocabulary Acquisition and Use		
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content,</i> choosing flexibly from a range of strategies.	A.L.8.4 Demonstrate knowledge of word meanings.a. Use context to determine which word is missing from a content area text.	



a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	b. c.	Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). Seek clarification and meaning support
b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,	d.	when unfamiliar words are encountered while reading or communicating. Not applicable
C.	precede, recede, secede). Consult general and specialized reference materials (e.g.,		
d.	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.8.5 D	emonstrate understanding of	A.L.8.5	Demonstrate understanding of word
figurat	ive language, word relationships, and	relatio	nships and use.
nuance	es in word meanings.	а.	Demonstrate understanding of the use of
a.	Interpret figures of speech (e.g.	h	multiple meaning words.
b. c.	Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar	c.	understand the meaning of compound and complex words in which they appear (e.g., birdhouse and household). Use descriptive words to add meaning when writing and communicating.
	bullheaded, willful, firm, persistent, resolute).		
L.8.6 A	cquire and use accurately grade-	A.L.8.6	Use general academic and domain-
approp	priate general academic and domain-	specifi	c words and phrases across contexts.
specific words and phrases; gather			
vocabu	lary knowledge when considering a		
word c	or phrase important to		
compr	enension or expression.		



MS AAAS for English Language Arts Grades 9-12



Alternate English Elements 9

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		
Key Ideas and Details		
RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.9.1 Determine which citations (or quotes) demonstrate what the text says explicitly as well as inferences drawn from the text.	
RL.9.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.	A.RL.9.2 Recount events related to the theme or central idea, including details about character and setting.	
RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A.RL.9.3 Determine how characters change or develop over the course of a text.	
Craft and Structure		
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	A.RL.9.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	
RL.9.5 Analyze how an author's choices concerning how to structure a text, order	A.RL.9.5 Identify where a text deviates from a chronological presentation of events.	



events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	A.RL.9.6 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.	
Integration of Knowledge and Ideas		
RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	A.RL.9.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	
RL.9.8 Not applicable	A.RL.9.8 Not applicable	
RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	A.RL.9.9 Identify when an author draws upon or references a different text.	
Range of Reading and Level of Text Complexit	у	
RL.9.10 By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.9.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.	
Reading Info	rmational Text	
Key Ideas and Details		
RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.9.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.	
RI.9.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to	A.RI.9.2 Determine the central idea of the text and select details to support it.	



shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.	
RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	A.RI.9.3 Determine logical connections between individuals, ideas, or events in a text.
Craft and Structure	
RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	A.RI.9.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	A.RI.9.5 Locate sentences that support an author's central idea or claim.
RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	A.RI.9.6 Determine author's point of view and compare with own point of view.
Integration of Knowledge and Ideas	
RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	A.RI.9.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	A.RI.9.8 Determine how the specific claims support the argument made in an informational text.
RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	A.RI.9.9 Make connections between texts with related themes and concepts.



Range of Reading and Text Complexity			
RI.9.10 By the end of Grade 10, read and comprehend literary nonfiction in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.9.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.		

The following standards for Grade 9 and 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing					
Text Types and Purposes					
W.9.1 Write arguments to support claims in	A.W.9.1 Write claims about topics or texts.				
an analysis of substantive topics or texts,	a. Introduce a topic or text and write one				
using valid reasoning and relevant and	claim and one counterclaim about it.				
sufficient evidence.	b. Not applicable				
a. Introduce precise claim(s),	c. Not applicable				
distinguish the claim(s) from	d. Not applicable				
alternate or opposing claims, and	e. Not applicable				
create an organization that					
establishes clear relationships					
among claim(s), counterclaims,					
reasons, and evidence.					
 Develop claim(s) and counterclaims 					
fairly, supplying evidence for each					
while pointing out the strengths and					
limitations of both in a manner that					
anticipates the audience's					
knowledge level and concerns.					
c. Use words, phrases, and clauses to					
link the major sections of the text,					
create conesion, and clarify the					
relationships between claim(s) and					
reasons, between reasons and					
evidence, and between claim(s) and					
counterciaims.					
u. Establish and maintain a formal style					
and objective tone while attending					



to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.				
W.9.2 Write informative/explanatory texts	A.W.9.2 With auidance and support write to			
to examine and convey complex ideas.	share information supported by details.			
concepts, and information clearly and	a. Introduce a topic clearly and use a clear			
accurately through the effective selection,	organization to write about it including			
organization, and analysis of content.	visual, tactual, or multimedia information as			
a. Introduce a topic; organize complex	appropriate.			
ideas, concepts, and information to	b. Develop the topic with facts or details.			
make important connections and	c. Use complete, simple sentences as			
distinctions; include formatting (e.g.,	appropriate.			
headings), graphics (e.g., figures,	d. Use domain-specific vocabulary when			
tables), and multimedia when useful	writing claims related to a topic of study or			
to aiding comprehension.	text.			
b. Develop the topic with well-chosen,	e. Not applicable			
relevant, and sufficient facts,	f. Providing a closing or concluding statement.			
extended definitions, concrete				
details, quotations, or other				
information and examples				
appropriate to the audience's				
knowledge of the topic.				
c. Use appropriate and varied				
transitions to link the major sections				
of the text, create conesion, and				
clarify the relationships among				
d Use precise language and domain				
u. Use precise language and domain-				
specific vocabulary to manage the				
e Establish and maintain a formal style				
and objective tone while attending				
to the norms and conventions of the				
discipline in which they are writing.				
f. Provide a concluding statement or				
section that follows from and				
supports the information or				
explanation presented (e.g.,				
articulating implications or the				
significance of the topic).				
W.9.3 Write narratives to develop real or	A.W.9.3 With guidance and support, write about			
imagined experiences or events using	events or personal experiences.			
effective technique, well- chosen details,	a. Write a narrative about a problem,			
and well-structured event sequences.	situation, or observation including at least			



a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	one characte sequenced e Not applicat Organize the temporal we appropriate Use descript convey a viv	er, details, and clearly events. ble e events in the narrative using ords to signal order as tive words and phrases to id picture of experiences.	
b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	events, setti Provide a clo	ng, or characters. osing.	
C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
Produ	ction and Distribution of Writing			
W.9.4 in wh and s and a expec in sta	4 Produce clear and coherent writing hich the development, organization, style are appropriate to task, purpose, audience. (Grade-specific ctations for writing types are defined andards 1–3 above.)	W.9.4 With g vriting that is a urpose, and a	<i>uidance and support,</i> produce appropriate for the task, udience.	
W.9. need rewri focus signif audie	5 Develop and strengthen writing as ed by planning, revising, editing, ting, or trying a new approach, sing on addressing what is most cicant for a specific purpose and ence.	. W.9.5 With g evelop writing wn writing.	guidance and support, g by planning and revising	
W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to		A.W.9.6 <i>With guidance and support,</i> use technology, including the internet, to produce, publish, and update individual or shared writing products.		



display information flexibly and dynamically.				
Research to Build a	and Present Knowledge			
W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.9.7 <i>With guidance and support,</i> conduct research projects to answer questions posed by self and others using multiple sources of information.			
W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	A.W.9.8 <i>With guidance and support,</i> write answers to research questions by selecting relevant information from multiple resources.			
 W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]"). b. Apply Grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning."). 	 A.W.9.9 With guidance and support, use information from literary and informational text to support writing. a. Apply MS-AAAS Grade 9 Reading Standards to literature (e.g., "Identify when an author has drawn upon or included references to another text"). b. Apply MS-AAAS of Grade 9 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument"). 			
Range of Reading and Level of Text Complexity				
W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	A.W.9.10 <i>With guidance and support,</i> write routinely over time for a range of tasks, purposes, and audiences.			


sitting or a day or two) for a range of tasks,	
purposes, and audiences.	

The following standards for Grade 9 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
 Comprehension and Collaboration SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>Grades 9–10 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision- making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader 	 A.SL.9.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.
 themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light 	



of the evidence and reasoning presented.	
SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	A.SL.9.2 Determine the accuracy of information presented in diverse media or formats.
SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	A.SL.9.3 Determine the speaker's point of view on a topic.
Presentation of Knowledge and Ideas	
SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	A.SL.9.4 Present an argument on a topic with logically organized claims, reasons, and evidence.
SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.9.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.9.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
 L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, 	 A.L.9.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and



prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	prepositions) in writing or communication to convey information.
 L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	 A.L.9.2 Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences. b. Not applicable c. Spell most <i>high-frequency</i> words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	ALQ 2 Use language to achieve desired
 L.9.5 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type. 	 A.L.9.5 Ose language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.
Vocabulary Acquisition and Use	
 L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., 	 A.L.9.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown. b. Not applicable c. Consult reference materials (e.g., dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. Not applicable (See A.L.9- 10.4.c. above.)



 analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a 	
 L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	 A.L.9.5 Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.
L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.9.6 Use general academic and domain- specific words and phrases across contexts.



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Alternate English Elements 10

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.10.1 Determine which citations (or quotes) demonstrate what the text says explicitly as well as inferences drawn from the text.
RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.	A.RL.10.2 Recount events related to the theme or central idea, including details about character and setting.
RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A.RL.10.3 Determine how characters change or develop over the course of a text.
Craft and Structure	
RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	A.RL.10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
RL.10.5 Analyze how an author's choices concerning how to structure a text, order	A.RL.10.5 Identify where a text deviates from a chronological presentation of events.



events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
RL.10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	A.RL.10.6 When given a point of view or cultural experience in a work of literature from outside the United States. Compare it with own point of view or experience.	
Integration of Knowledge and Ideas		
RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	A.RL.10.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	
RL.10.8 Not applicable	A.RL.10.8 Not applicable	
RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	A.RL.10.9 Identify when an author draws upon or references a different text.	
Range of Reading and Level of Text Complexit	y	
RL.10.10 By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, in the Grades 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.10.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.	
Reading Informational Text		
Key Ideas and Details		
RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.	
RI.10.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to	A.RI.10.2 Determine the central idea of the text and select details to support it.	



shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.	
RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	A.RI.10.3 Determine logical connections between individuals, ideas, or events in a text.
Craft and Structure	
RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	A.RI.10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	A.RI.10.5 Locate sentences that support an author's central idea or claim.
RI.10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	A.RI.10.6 Determine author's point of view and compare with own point of view.
Integration of Knowledge and Ideas	
RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	A.RI.10.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	A.RI.10.8 Determine how the specific claims support the argument made in an informational text.
RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	A.RI.10.9 Make connections between texts with related themes and concepts.



Range of Reading and Text Complexity	
RI.10.10 By the end of Grade 10, read and comprehend literary nonfiction in the Grade 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.10.1 Write arguments to support claims	A.W.10.1 <i>With auidance and support,</i> write claims
in an analysis of substantive topics or texts,	about topics or texts.
using valid reasoning and relevant and	a. Introduce a topic or text and write one
sufficient evidence.	claim and one counterclaim about it.
a. Introduce precise claim(s),	b. Not applicable
distinguish the claim(s) from	c. Not applicable
alternate or opposing claims, and	d. Not applicable
create an organization that	e. Not applicable
establishes clear relationships	
among claim(s), counterclaims,	
reasons, and evidence.	
b. Develop claim(s) and counterclaims	
fairly, supplying evidence for each	
while pointing out the strengths and	
limitations of both in a manner that	
anticipates the audience's	
knowledge level and concerns.	
c. Use words, phrases, and clauses to	
link the major sections of the text,	
create cohesion, and clarify the	
relationships between claim(s) and	
reasons, between reasons and	
evidence, and between claim(s) and	
counterclaims.	
d. Establish and maintain a formal style	
and objective tone while attending	



to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	
W.10.2 Write informative/explanatory texts	A.W.10.2 With auidance and support, write to
to examine and convey complex ideas,	share information supported by details.
concepts, and information clearly and	a. Introduce a topic clearly and use a clear
accurately through the effective selection,	organization to write about it including
organization, and analysis of content.	visual, tactual, or multimedia
a. Introduce a topic; organize complex	information as appropriate.
ideas, concepts, and information to	b. Develop the topic with facts or details.
make important connections and	c. Use complete, simple sentences as
distinctions; include formatting (e.g.,	appropriate.
headings), graphics (e.g., figures,	d. Use domain-specific vocabulary when
tables), and multimedia when useful	writing claims related to a topic of study
to aiding comprehension.	or text.
b. Develop the topic with well-chosen,	e. Not applicable
relevant, and sufficient facts,	f. Providing a closing or concluding
extended definitions, concrete	statement.
details, quotations, or other	
information and examples	
appropriate to the audience's	
knowledge of the topic.	
c. Use appropriate and varied	
of the text, create cohosion, and	
clarify the relationships among	
complex ideas and concents	
d Use precise language and domain-	
specific vocabulary to manage the	
complexity of the topic.	
e. Establish and maintain a formal style	
and objective tone while attending	
to the norms and conventions of the	
discipline in which they are writing.	
f. Provide a concluding statement or	
section that follows from and	
supports the information or	
explanation presented (e.g.,	
articulating implications or the	
significance of the topic).	
W.10.3 Write narratives to develop real or	A.W.10.3 With guidance and support, write
imagined experiences or events using	about events or personal experiences.
effective technique, well- chosen details,	a. Write a narrative about a problem,
and well-structured event sequences.	situation, or observation including at



a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or	 least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences.
b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	events, setting, or characters. e. Provide a closing.
C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Produ	ction and Distribution of Writing	
W.10 writir orgar task, speci defin	•4 Produce clear and coherent ng in which the development, nization, and style are appropriate to purpose, and audience. (Grade- fic expectations for writing types are ed in standards 1–3 above.)	A.W.10.4 <i>With guidance and support,</i> produce writing that is appropriate for the task, purpose, and audience.
W.10 as ne rewri focus signif audie	.5 Develop and strengthen writing eded by planning, revising, editing, ting, or trying a new approach, ing on addressing what is most icant for a specific purpose and ence.	A.W.10.5 <i>With guidance and support,</i> develop writing by planning and revising own writing.
W.10 Interr indivi taking to lin	.6 Use technology, including the net, to produce, publish, and update dual or shared writing products, g advantage of technology's capacity k to other information and to	A.W.10.6 <i>With guidance and support,</i> use technology, including the internet, to produce, publish, and update individual or shared writing products.



display information flexibly and dynamically.

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Research to Build and Present Knowledge		
W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.10.7 <i>With guidance and support,</i> conduct research projects to answer questions posed by self and others using multiple sources of information.	
W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	A.W.10.8 <i>With guidance and support,</i> write answers to research questions by selecting relevant information from multiple resources.	
 W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]"). b. Apply Grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning."). 	 A.W.10.9 With guidance and support, use information from literary and informational text to support writing. a. Apply MS-AAAS Grade 10 Reading Standards to literature (e.g., "Identify when an author has drawn upon or included references to another text"). b. Apply MS-AAAS of Grade 10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument"). 	
Range of Reading and Level of Text Complexi	ty	
W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	A.W.10.10 <i>With guidance and support,</i> write routinely over time for a range of tasks, purposes, and audiences.	



The following standards for Grade 10 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening		
Comprehension and Collaboration		
 SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grades 9–10 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	 A.SL.10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions. 	



SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	A.SL.10.2 Determine the credibility of information presented in diverse media or formats.
SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	A.SL.10.3 Determine the speaker's point of view on a topic.
Presentation of Knowledge and Ideas	
SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	A.SL.10.4 Present an argument on a topic with logically organized claims, reasons, and evidence.
SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.10.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language		
Conventions of Standard English		
 L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, 	 A.L.10.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Use a variety of parts of speech (<i>e.g.</i>, nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. 	



relative, adverbial) to convey specific	
interest to writing or presentations	
L.10.2 Demonstrate command of the	A.L.10.2 Demonstrate understanding of
conventions of standard English	conventions of standard English.
capitalization, punctuation, and spelling	a. Use a comma and conjunction to
when writing.	combine two simple sentences.
a. Use a semicolon (and perhaps a	b. Not applicable
conjunctive adverb) to link two or	c. Spell most high-frequency words
more closely related independent	correctly and apply knowledge of word
clauses.	chunks in spelling longer words.
b. Use a colon to introduce a list or	
quotation.	
c. Spell correctly.	
Knowledge of Language	
L.10.3 Apply knowledge of language to	A.L.10.3 Use language to achieve desired
understand how language functions in	outcomes when communicating.
different contexts, to make effective	a. Vary syntax when writing and
choices for meaning or style, and to	communicating.
comprehend more fully when reading or	
listening.	
a. Write and edit work so that it	
conforms to the guidelines in a style	
manual (e.g., MLA Handbook,	
Turabian's <i>Manual for Writers)</i>	
appropriate for the discipline and	
writing type.	
Vocabulary Acquisition and Use	
L.10.4 Determine or clarify the meaning of	A.L.10.4 Demonstrate knowledge of word
unknown and multiple-meaning words and	meanings.
phrases based on <i>Grades 9–10 reading and</i>	a. Use context to determine the meaning of
<i>content,</i> choosing flexibly from a range of	unknown.
strategies.	b. Not applicable
a. Use context (e.g., the overall	c. Consult reference materials (e.g.,
meaning of a sentence, paragraph,	dictionaries and online vocabulary
or text; a word's position or function	supports) to clarify the meaning of
in a sentence) as a clue to the	unfamiliar words encountered when
meaning of a word or phrase.	reading.
b. Identify and correctly use patterns of	d. Not applicable (See A.L.9- 10.4.c. above.)
word changes that indicate different	
meanings or parts of speech (e.g.	
analyze, analysis, analytical:	
advocate advocacy)	
advocate advocacy)	



 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
 L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	 A.L.10.5 Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.
L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.10.6 Use general academic and domain- specific words and phrases across contexts.



Alternate English Elements 11

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		
Key Ideas and Details		
RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A.RL.11.1 Determine <i>the</i> meaning <i>of the text</i> and cite textual evidence to support explicit and implicit understandings.	
RL.11.2 Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.	A.RL.11.2 Recount the main events of the text which are related to the theme or central idea.	
RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	A.RL.11.3 Determine how characters, the setting or events change over the course of the story or drama.	
Craft and Structure		
RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging,	A.RL.11.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	



or beautiful. (Include Shakespeare as well as other authors.)		
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	A.RL.11.5 Determine how the author's choice of where to end the story contributes to the meaning.	
RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	A.RL.11.6 Determine the point of view when there is a difference between the author's actual language and intended meaning.	
Integration of Knowledge and Ideas		
RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	A.RL.11.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	
RL.11.8 Not applicable	A.RL.11.8 Not applicable	
RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	A.RL.11.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.	
Range of Reading and Level of Text Complexity		
RL.11.10 By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.11.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.	



Reading Informational Text		
Key Ideas and Details		
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A.RI.11.1 Determine the meaning of the text and cite textual evidence to support explicit and implicit understandings.	
RI.11.2 Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.	A.RI.11.2 Determine the central idea of a text; recount the text.	
RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	A.RI.11.3 Determine how individuals, ideas, or events change over the course of the text.	
Craft and Structure		
RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	A.RI.11.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.	
RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	A.RI.11.5 Determine whether the structure of a text enhances an author's claim.	
RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	A.RI.11.6 Determine author's point of view and compare and contrast it with own point of view.	
Integration of Knowledge and Ideas		
RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)	A.RI.11.7 Analyze information presented in different media on related topics to answer questions or solve problems.	



as well as in words in order to address a question or solve a problem.		
RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	A.RI.11.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.	
RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	A.RI.11.9 Compare and contrast arguments made by two different texts on the same topic.	
Range of Reading and Text Complexity		
RI.11.10 By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.11.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.	

The following standards for Grade 11 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	 A.W.11.1 With guidance and support, write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text.



the claim(s), distinguish the claim(s) c. Not applicable	
the claim(s), distinguish the claim(s) C. Not applicable	
trom alternate or onnosing claims I d Not annucable	
non alcentate of opposing claims, d. Not appleable	
and create an organization that e. Not applicable	
logically sequences claim(s),	
counterclaims, reasons, and	
evidence.	
b. Develop claim(s) and counterclaims	
fairly and thoroughly, supplying the	
most relevant evidence for each	
while pointing out the strengths and	
limitations of both in a manner that	
anticipates the audience's knowledge	
level, concerns, values, and possible	
biases.	
c. Use words, phrases, and clauses as	
well as varied syntax to link the major	
sections of the text, create cohesion,	
and clarify the relationships between	
claim(s) and reasons, between	
reasons and evidence, and between	
claim(s) and counterclaims.	
d. Establish and maintain a formal style	
and objective tone while attending to	
the norms and conventions of the	
discipline in which they are writing.	
e. Provide a concluding statement or	
section that follows from and	
supports the argument presented.	
W.11.2 Write informative/explanatory texts A.W.11.2 With guidance and support, write	to
to examine and convey complex ideas, share information supported by details.	
concepts, and information clearly and a. Introduce a topic clearly and write	an
accurately through the effective selection, informative or explanatory text the	ət
organization, and analysis of content. conveys ideas, concepts, and	
a. Introduce a topic; organize complex information including visual, tactu	al, or
ideas, concepts, and information so multimedia information as approp	riate.
that which precedes it to create a b. Develop the topic with relevant fa-	cts,
unified whole; include formatting details, or quotes.	
(e.g., headings), graphics (e.g., figures, c. Use complete, simple sentences as	well
tables), and multimedia when useful as compound and other complex	
to aiding comprehension. sentences as appropriate.	
b. Develop the topic thoroughly by d. Use domain-specific vocabulary w	nen
selecting the most significant and writing claims related to a tonic of	studv
relevant facts, extended definitions.	
concrete details, guotations, or other e. Not applicable	



information and examples appropriate to the audience's knowledge of the topic.

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

f. Provide a closing or concluding statement.

A.W.11.3 *With guidance and support,* write about events or personal experiences.

- a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
- b. Not applicable
- c. Organize the events in the narrative using temporal words to signal order and add cohesion.
- d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
- e. Provide a closing.



 d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	
Production and Distribution of Writing	
W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A.W.11.4 <i>With guidance and support,</i> produce writing that is appropriate to a particular task, purpose, and audience.
W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A.W.11.5 <i>With guidance and support,</i> develop and strengthen writing as needed by planning, revising, editing, and rewriting.
W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	A.W.11.6 <i>With guidance and support,</i> use technology, including the internet, to produce, publish, and update an individual or shared writing project.
Research to Build and Present Knowledge	
W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.11.7 With guidance and support, conduct research projects to answer questions posed by self and others using multiple sources of information.
W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one	A.W.11.8 <i>With guidance and support,</i> write answers to research questions by selecting relevant information from multiple resources.



source and following a standard format for citation.	
 W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics."). b. Apply Grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist, presidential addresses]."</i>). 	 A.W.11.9 With guidance and support, cite evidence from literary or informational texts. a. Apply Grades 11 MS-AAAS for Reading Standards to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]"). b. Apply Grades 11 MS-AAAS for Reading Standards to informational texts (e.g., "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts").
Range of Reading and Level of Text Complexity	
W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	A.W.11.10 <i>With guidance and support,</i> write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

The following standards for Grade 11 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse	



 partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas 	 a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.
 b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. 	
 c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	
SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	A.SL.11.2 Determine the credibility and accuracy of information presented across diverse media or formats.
SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	A.SL.11.3 Determine whether the claims and reasoning enhance the speaker's argument on a topic.



Presentation of Knowledge and Ideas	
SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	A.SL.11.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.11.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	A.SL.11.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

The following standards for Grade 11 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
 L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 	 A.L.11.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.



 L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. 	 A.L.11.2 Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most <i>high-frequency</i> words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
 L.11.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text. 	 A.L.11.3 Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.
Vocabulary Acquisition and Use	
 L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 	 A.L.11.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Not applicable c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. Not applicable



 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
 L.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	 A.L.11.5 Demonstrate understanding of word relationships and use. a. Identify real life connections between words and their use. b. Not applicable
L.11.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.11.6 Use general academic and domain- specific words and phrases across contexts.



Alternate English Elements 12

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature		
Key Ideas and Details		
RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A.RL.12.1 Determine <i>the meaning of the</i> text and cite textual evidence to support explicit and implicit understandings.	
RL.12.2 Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.	A.RL.12.2 Recount the main events of the text which are related to the theme or central idea.	
RL.12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	A.RL.12.3 Determine how characters, the setting or events change over the course of the story or drama.	
Craft and Structure		
RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging,	A.RL.12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	



or beautiful. (Include Shakespeare as well as other authors.)	
RL.12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	A.RL.12.5 Determine how the author's choice of where to end the story contributes to the meaning.
RL.12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	A.RL.12.6 Determine the point of view when there is a difference between the author's actual language and intended meaning.
Integration of Knowledge and Ideas	
RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	A.RL.12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
RL.12.8 Not applicable	A.RL.12.8 Not applicable
RL.12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	A.RL.12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.
Range of Reading and Level of Text Complexity	
RL.12.10 By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, in the Grades 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.12.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.



Reading Informational Text		
Key Ideas and Details		
RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A.RI.12.1 <i>Determine the meaning of the text and</i> cite textual evidence to support explicit and implicit understandings.	
RI.12.2 Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.	A.RI.12.2 Determine the central idea of a text; recount the text.	
RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	A.RI.12.3 Determine how individuals, ideas, or events change over the course of the text.	
Craft and Structure		
RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	A.RI.12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.	
RI.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	A.RI.12.5 Determine whether the structure of a text enhances an author's claim.	
RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	A.RI.12.6 Determine author's point of view and compare and contrast it with own point of view.	
Integration of Knowledge and Ideas		
RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)	A.RI.12.7 Analyze information presented in different media on related topics to answer questions or solve problems.	



as well as in words in order to address a question or solve a problem.	
RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	A.RI.12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.
RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	A.RI.12.9 Compare and contrast arguments made by two different texts on the same topic.
Range of Reading and Text Complexity	
RI.12.10 By the end of Grade 12, read and comprehend literary nonfiction in the Grades 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.12.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

The following standards for Grade 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	 A.W.12.1 With guidance and support, write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text.



a.	Introduce precise, knowledgeable	b. Support claims with reasons and
	claim(s), establish the significance of	evidence drawn from text.
	the claim(s), distinguish the claim(s)	c. Not applicable
	from alternate or opposing claims,	d. Not applicable
	and create an organization that	e. Not applicable
	logically sequences claim(s),	
	counterclaims, reasons, and	
	evidence.	
b.	Develop claim(s) and counterclaims	
	fairly and thoroughly, supplying the	
	most relevant evidence for each	
	while pointing out the strengths and	
	limitations of both in a manner that	
	anticipates the audience's knowledge	
	level, concerns, values, and possible	
	biases.	
c.	Use words, phrases, and clauses as	
	well as varied syntax to link the major	
	sections of the text, create cohesion,	
	and clarify the relationships between	
	claim(s) and reasons, between	
	reasons and evidence, and between	
	claim(s) and counterclaims.	
d.	Establish and maintain a formal style	
	and objective tone while attending to	
	the norms and conventions of the	
	discipline in which they are writing.	
e.	Provide a concluding statement or	
	section that follows from and	
	supports the argument presented.	
W.12.	2 Write informative/explanatory texts	A.W.12.2 <i>With auidance and support</i> . write to
to exa	mine and convey complex ideas.	share information supported by details.
concer	ots. and information clearly and	a. Introduce a topic clearly and write an
accura	tely through the effective selection.	informative or explanatory text that
organi	zation, and analysis of content.	conveys ideas, concepts, and
a.	Introduce a topic: organize complex	information including visual, tactual, or
	ideas, concepts, and information so	multimedia information as appropriate.
	that which precedes it to create a	b. Develop the topic with relevant facts.
	unified whole: include formatting	details, or quotes.
	(e.g., headings), graphics (e.g., figures,	c. Use complete, simple sentences, as well
	tables), and multimedia when useful	as compound and other complex
	to aiding comprehension.	sentences as appropriate.
b.	Develop the topic thoroughly by	d. Use domain-specific vocabulary when
	selecting the most significant and	writing claims related to a topic of study
	relevant facts, extended definitions.	or text.
	concrete details, guotations, or other	e. Not applicable
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,	 d. Use domain-specific vocabulary when writing claims related to a topic of study or text.
	concrete details, quotations, or other	e. Not applicable



information and examples appropriate f.
to the audience's knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among

- complex ideas and concepts.
 d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

f. Provide a closing or concluding statement.

A.W.12.3 *With guidance and support,* write about events or personal experiences.

- Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
- b. Not applicable
- c. Organize the events in the narrative using temporal words to signal order and add cohesion.
- d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
- e. Provide a closing.



 d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 		
Production and Distribution of Writing		
W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A.W.12.4 <i>With guidance and support,</i> produce writing that is appropriate to a particular task, purpose, and audience.	
W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A.W.12.5 <i>With support from adults,</i> develop and strengthen writing as needed by planning, revising, editing, and rewriting.	
W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	A.W.12.6 <i>With guidance and support,</i> use technology, including the internet, to produce, publish, and update an individual or shared writing project.	
Research to Build and Present Knowledge		
W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.12.7 <i>With guidance and support,</i> conduct research projects to answer questions posed by self and others using multiple sources of information.	
W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one	A.W.12.8 <i>With guidance and support,</i> write answers to research questions by selecting relevant information from multiple resources.	



source and following a standard format for citation.	
 W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics."). b. Apply Grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]."). 	 A.W.12.9 With guidance and support, cite evidence from literary or informational texts. a. Apply Grades 12 MS-AAAS for Reading Standards to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]"). b. Apply Grades 12 MS-AAAS for Reading Standards to informational texts (e.g., "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts").
Range of Reading and Level of Text Complexity	
W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	A.W.12.10 <i>With guidance and support,</i> write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

The following standards for Grade 12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on <i>Grades 11–12 topics, texts, and issues,</i> building on others' ideas and expressing their own clearly and persuasively.	 A.SL.12.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions.


a. Come to read and study; ex preparat from text topic or i thoughtf ideas.	discussions prepared, having researched material under plicitly draw on that ion by referring to evidence ts and other research on the ssue to stimulate a ul, well-reasoned exchange of	c. d.	Ask and answer questions to verify or clarify own ideas and understandings during a discussion. Respond to agreements and disagreements in a discussion.
b. Work wit democra making, s and estal needed.	h peers to promote civil, tic discussions and decision set clear goals and deadlines, olish individual roles as		
c. Propel co respondi reasonin hearing f a topic of challenge promote perspect d. Respond perspect claims, a of an issu when po additiona required or compl	onversations by posing and ng to questions that probe g and evidence; ensure a or a full range of positions on r issue; clarify, verify, or e ideas and conclusions; and divergent and creative ives. thoughtfully to diverse ives; synthesize comments, nd evidence made on all sides ue; resolve contradictions ssible; and determine what al information or research is to deepen the investigation ete the task.		
SL.12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		A.SL.12 and ac presen format	2.2 Determine the credibility curacy of information ted across diverse media or s.
SL.12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		A.SL.12 and rea argum	2.3 Determine whether the claims asoning enhance the speaker's ent on a topic.
Presentation of Knowledge and Ideas			
SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or		A.SL.12 using a purpos	2.4 Present an argument on a topic in organization appropriate to the se, audience, and task.



opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.12.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	A.SL.12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

The following standards for Grade 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language			
Conventions of Standard English			
 L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 	 A.L.12.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed. 		
 L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. 	 A.L.12.2 Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. 		



	 Spell most <i>high-frequency</i> words correctly and apply knowledge of word chunks in spelling longer words.
 Knowledge of Language L.12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text. Vocabulary Acquisition and Use 	 A.L.12.3 Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.
 L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 11–12 reading and content,</i> choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a distinger a) 	 A.L.12.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Not applicable c. Consult reference materials (e.g., dictionaries and online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. Not applicable



 L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	 A.L.12.5 Demonstrate understanding of word relationships and use. a. Identify real life connections between words and their use. b. Not applicable
L.12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.12.6 Use general academic and domain- specific words and phrases across contexts.







2019 Mississippi Alternate Academic Achievement Standards for Mathematics

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Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in mathematics and establishing communication skills within a technological environment. The 2019 Mississippi Alternate Academic Achievement Standards (MS AAAS) provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the alternate standards is to build a bridge from the content in the general education mathematics 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 individualized postsecondary goals, the *MS AAAS for Mathematics* includes gradeand course-specific standards for grades K-12 mathematics. These standards are intended solely for students who have met the criteria for a Significant Cognitive Disability (SCD) as documented in each student's individualized education program (IEP).

This document is designed to provide special education teachers with a basis for curriculum development. As such, this set of alternate standards addresses a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. This framework outlines what knowledge students should obtain and the types of skills students should demonstrate upon completion. The *MS AAAS* are aligned to the Mississippi College- and Career-Readiness Standards (MS CCRS).

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking**; **Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

	(K-8) Mathematics Domain and (HS) Conceptual Category	Core Idea	
Mississippi College- and Career- Readiness Standards (MS CCRS)	Grad Counting and C	le K ardinality (CC)	Mississippi
	Know number names and the count sequence		Alternate Academic
	K.CC.1. Count to 100 by ones and by tens.	A.K.CC.1. Using vocalization, sign language, augmentive communication, or assistive technology, count to 10 by ones starting with one.	Achievement Standards (MS AAAS)
	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Not applicable. Addressed in A.2.NBT.2.b.	
	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Not applicable. Addressed in A.2.NBT.3 .	

Implementation

The 2019 MS AAAS for Mathematics will be implemented beginning in the 2019-2020 school year.

Technology

The MDE strongly encourages the use of technology in all mathematics classrooms. Technology is essential in teaching and learning mathematics; it influences the mathematics taught and enhances student learning. Calculators are often an allowable accommodation. Please consider students' individual learning needs when using technology in the classroom.

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Committee Members (2019)

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2019 Mississippi Alternate Academic Achievement Standards for Mathematics

The following resources served as a foundation for the development of the 2019 MS AAAS for Mathematics:

- Mississippi's College and Career Readiness Standards (MS CCRS) for Mathematics.
- Dynamic Learning Maps Consortium. (2013). *Dynamic Learning Maps Essential Elements for Mathematics*. Lawrence, KS: University of Kansas.

The Mississippi Alternate Academic Achievement Standards are based on the Dynamic Learning Maps Essential Elements (DLM EE), with additional edits and clarifications to better support the needs of Mississippi teachers and students. Standards language in italicized font indicates Mississippi-specific standards or adjustments to the DLM EE.

Alternate Academic Achievement Standards for Mathematics (Grades K-5)

Fluency/Fluently Defined

Throughout the 2019 MS AAAS for Mathematics Grades K-5 standards, the words fluency and fluently will appear in bold, italicized, and underlined font (for example: <u>fluently</u>). With respect to student performance <u>and</u> effective in-class instruction, the expectations for mathematical fluency are explained below:

Fluency is not meant to come at the expense of understanding but is an outcome of a progression of learning and sufficient thoughtful practice. It is important to provide the conceptual building blocks that develop understanding in tandem with skill along the way to fluency; the roots of this conceptual understanding often extend one or more grades earlier in the standards than the grade when fluency is finally expected.

Wherever the word *fluently* appears in an *MS AAAS* content standard, the word means quickly and accurately. It is important to understand that this is not explicitly tied to assessment purposes but means more or less the same as when someone is said to be fluent in a foreign language. To be fluent is to flow—fluent isn't halting, stumbling, or reversing oneself.

A key aspect of fluency in this sense is that it is not something that happens all at once in a single grade but requires attention to student understanding along the way. It is important to ensure that sufficient practice and extra support are provided at each grade level to allow all students to meet the standards that call explicitly for fluency.

Grade K

In kindergarten, instruction should focus on two critical areas: (1) representing, relating, and operating on whole numbers—initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to numbers than to other topics. Each critical area is described below.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects or eventually with equations such as 5 + 2 = 7 and 7 - 2 = 5 (kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged but is not required). Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three- dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

(3) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Grade K		
Counting and Cardinality (CC)		
Know number names an	d the count sequence	
K.CC.1. Count to 100 by ones and by tens.	A.K.CC.1. Using vocalization, sign language, augmentive communication, or assistive technology, count to 10 by ones starting with one.	
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Not applicable. Addressed in A.2.NBT.2.b .	
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Not applicable. Addressed in A.2.NBT.3 .	
Count to tell the number of objects		
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.		
K.CC.4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	A.K.CC.4. Demonstrate one-to-one correspondence,	
K.CC.4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	pairing each object with one, and only one, numb and each number with one, and only one, object.	
K.CC.4.c. Understand that each successive number name refers to a quantity that is one larger.		
K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	A.K.CC.5. Using vocalization, sign language, augmentive communication, or assistive technology, count out up to three objects from a larger set, pairing each object with one, and only one, number name to tell how many.	
Compare numbers		
K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹	A.K.CC.6. Identify whether the number of objects in one group is more or less than (<i>e.g.,</i> when the quantities are clearly different) or equal to the number of objects in another group.	
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	Not applicable. Addressed in A.2.NBT.4.	

¹ Include groups with up to 10 objects.

Operations and Algebraic Thinking (OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from		
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings ³ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	A.K.OA.1. <i>Demonstrate an understanding of</i> addition as "putting together" or subtraction as "taking from" in everyday activities.	
K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Not applicable. Addressed in A.2.NBT.6–7 .	
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Not applicable. Addressed in A.1.NBT.6 .	
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Not applicable. Addressed in A.1.NBT.2.	
K.OA.5. Fluently add and subtract within 5.	Not applicable. Addressed in A.3.OA.4.	
Number and Operations in Base Ten (NBT)		
Work with numbers 11-19 to gai	n foundations for place value	
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Not applicable. Addressed in A.1.NBT.4. and A.1.NBT.6 .	
Measurement and Data (MD)		
Describe and compare measurable attributes		
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		

K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.
 A.K.MD.1-3. Classify objects according to attributes (e.g., big/small, heavy/light, tall/short).

Classify objects and count the number of objects in each category		
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ²	A.K.MD.1-3. Classify objects according to attributes (<i>e.g.,</i> big/small, heavy/light, <i>tall/short</i>).	
Geomet	try (G)	
Identify and describe shapes (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)		
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	Not applicable. Addressed in A.1.G.a .	
K.G.2. Correctly name shapes regardless of their orientations or overall size.	A.K.G.2–3. Match shapes of the same size and	
K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	orientation (<i>e.g.,</i> circle, square, rectangle, triangle).	
Analyze, compare, create, and compose shapes		
K.G.4. Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Not applicable. Addressed in A.7.G.1 .	
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Not applicable.	
K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Not applicable. Addressed in A.1.G.3 .	

² Limit category counts to less than or equal to 10.

In Grade 1, instruction should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. Each critical area is described below.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use various models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting to two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop an understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.³

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build an understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

(5) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards

³ Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

2019 Mississippi Alternate Academic Achievement Standards for Mathematics

framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Operations and Algebraic Thinking (OA)		
Represent and solve problems involving addition and subtraction		
1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by	A.1.OA.1.a . Represent addition and subtraction with <i>in five using</i> objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations.	
using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	A.1.OA.1.b. Recognize two groups that have the same or equal quantity.	
1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	A.1.OA.2. <i>Demonstrate</i> "putting together" <i>two sets of objects</i> to solve <i>the</i> problem.	
Understand and apply properties of operations and the relationship between addition and subtraction		
1.OA.3. Apply properties of operations as strategies to add and subtract. ⁴ <i>Examples:</i> If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	Not applicable. Addressed in A.6.A.3. and A.N-CN.2.	
1.OA.4 . Understand subtraction as an unknown- addend problem. <i>For example, subtract 10 – 8 by</i> <i>finding the number that makes 10 when added to 8.</i>	Not applicable. Addressed in A.1.NBT.4. and A.1.NBT.6.	
Add and subtract within 20		
1.OA.5 . Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	A.1.OA.5.a. Use manipulatives or visual representations to indicate the number that results when adding one more.	
	A.1.OA.5.b. Apply knowledge of "one less" to subtract one from a number.	

⁴ Students need not use formal terms for these properties.

1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Not applicable. Addressed in A.3.OA.4 .	
Work with addition and	subtraction equations	
1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Not applicable. Addressed in A.1.OA.1.b. and A.2.NBT.5.a.	
1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations</i> $8 + ? = 11$, $5 = D - 3$, $6 + 6 = D$.	Not applicable. Addressed in A.3.OA.4 .	
Number and Operations in Base Ten (NBT)		
Extend the counting sequence		
1.NBT.1 . Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	A.1.NBT.1.a. Count by ones to 30.A.1.NBT.1.b. Count as many as 10 objects and represent the quantity with the corresponding numeral.	
Understand place value		
1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		
1.NBT.2.a. 10 can be thought of as a bundle of ten ones—called a "ten."		
1.NBT.2.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	A.1.NBT.2. Create sets of 10.	
1.NBT.2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		

1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	A.1.NBT.3. Using vocalization, sign language, augmentive communication, or assistive technology, compare two groups of 10 or fewer items using appropriate vocabulary (e.g., more, less, equal) when the number of items in each group is similar.	
Use place value understanding and prop	erties of operations to add and subtract	
1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	A.1.NBT.4. Compose numbers less than or equal to five in more than one way.	
1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Not applicable. Addressed in A.1.OA.5.a. and A.1.OA.5.b.	
1.NBT.6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	A.1.NBT.6. Decompose numbers less than or equal to five in more than one way.	
Measurement and Data (MD)		
Measure lengths indirectly a	nd by iterating length units	
 1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a 		
shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same- size length units that span it with no gaps or overlaps. <i>Limit to contexts</i> where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	longer/shorter, taller/shorter.	

Tell and write time with respect to a clock and a calendar		
1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.	A.1.MD.3.a. Demonstrate an understanding of the terms tomorrow, yesterday, and today.	
1.MD.3.a . Tell and write time in hours and half- hours using analog and digital clocks.		
1.MD.3.b. Identify the days of the week, the number of days in a week, and the number of weeks in each month.	A.1.MD.3.b. Demonstrate an understanding of the terms morning, afternoon, day, and night.	
	A.1.MD.3.c. Identify activities that come before, next, and after.	
	A.1.MD.3.d. Demonstrate an understanding that telling time is the same every day.	
Represent and interpret data		
1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	A.1.MD.4. Organize data into categories by sorting.	
Work with money		
1.MD.5.a. Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1).	A1.MD.5.a-d . Using vocalization, sign language, augmentive communication, or assistive technology, identify U.S. coins by name (e.g., penny, nickel, dime, quarter).	
1.MD.5.b. Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).		
1.MD.5.c. Count like U.S. coins up to the equivalent of a dollar.		
1.MD.5.d. Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).		

Geometry (G)		
Reason with shapes and their attributes		
1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	A.1.G.1. Identify the basic attributes of objects (<i>e.g., color, overall size</i>).	
1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. ⁵	A.1.G.2. Sort shapes of the same size and orientation (<i>e.g.</i> , circle, square, rectangle, triangle).	
1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths,</i> and <i>quarters,</i> and use the phrases <i>half of, fourth of,</i> and <i>quarter of.</i> Describe the whole as <i>two of</i> or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	A.1.G.3. Put <i>two pieces together</i> to make a shape that relates to the whole (<i>e.g.,</i> two semicircles to make a circle, two squares to make a rectangle).	

⁵ Students do not need to learn formal names such as "right rectangular prism."

In Grade 2, instruction should focus on four critical areas: (1) extending understanding of base-10 notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. Each critical area is described below.

(1) Students extend their understanding of the base-10 system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1,000) written in base-10 notation, recognizing that the digits in each place represent the amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1,000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-10 notation using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measurement (e.g., centimeter, inch), and they use rulers and other measurement tools with the understanding that linear measurement involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

(5) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Operations and Algebraic Thinking (OA)			
Represent and solve problems inv	olving addition and subtraction		
2.OA.1 . Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Not applicable. Addressed in A.3.OA.4 .		
Add and subtra	act within 20		
2.OA.2. Fluently add and subtract within 20 using mental strategies ⁶ . By end of Grade 2, know from memory all sums of two one-digit numbers.	Not applicable. Addressed in A.2.NBT.6–7. and A.3.OA.4.		
Work with equal groups of objects to	gain foundations for multiplication		
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	A.2.OA.3. Equally distribute even numbers of objects between two groups.		
2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	A.2.OA.4. Use <i>repeated</i> addition to find the <i>sum</i> of objects arranged <i>in</i> equal groups up to 10.		
Number and Operatio	ns in Base Ten (NBT)		
Understand	Understand place value		
 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a "hundred." The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 	A.2.NBT.1. Represent numbers up to 30 with sets of tens and ones, using objects in columns or arrays.		

⁶ See standard 1.OA.C.6. for a list of mental strategies.

2.NBT.2. Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.	A.2.NBT.2.a. Using vocalization, sign language, augmentive communication, or assistive technology, count from 1 to 30 (count with meaning; cardinality).	
	A.2.NBT.2.b . Using vocalization, sign language, augmentive communication, or assistive technology, name the next number in a sequence between 1 and 10.	
2.NBT.3. Read and write numbers to 1000 using base- ten numerals, number names, and expanded form.	A.2.NBT.3. Identify numerals 1 to 30.	
 2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 	A.2.NBT.4. Using vocalization, sign language, augmentive communication, or assistive technology, compare sets of objects and numbers using appropriate vocabulary (e.g., more, less, equal).	
Use place value understanding and properties of operations to add and subtract		
2.NBT.5. <u><i>Fluently</i></u> add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition	A.2.NBT.5.a. Identify the meaning of the "+" sign (i.e., combine, plus, add), "-" sign (i.e., separate, subtract, take), and the "=" sign (equal).	
and subtraction.	A.2.NBT.5.b. Using concrete examples, compose and decompose numbers up to 10 in more than one way.	
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.		
2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	A.2.NBT.6-7. Use objects, representations, and numbers (0–20) to add and subtract.	
2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Not applicable.	
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. ⁷	Not applicable.	

⁷ Explanations may be supported by drawings or objects.

Measurement and Data (MD)		
Measure and estimate lengths in standard units		
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	A.2.MD.1. Measure the length of objects using non-standard units.	
2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Not applicable.	
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	A.2.MD.3–4. Order by length using non-standard units.	
Relate addition and subtraction to length		
2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	A.2.MD.5. Increase or decrease length by adding or subtracting unit(s).	
2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences within 100 on a number line diagram.	A.2.MD.6. Use a number line to add one more <i>or one less</i> unit of length.	
Work with time with respect to a clock and a calendar, and work with money		
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	A.2.MD.7 . Identify on a digital clock the hour that matches a routine activity.	
2.MD.8a. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and \$ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	A.2.MD.8. Identify the value of money (e.g., a	
2.MD.8b. Fluently use a calendar to answer simple real world problems such as "How many weeks are in a year?" or "James gets a \$5 allowance every 2 months, how much money will he have at the end of each year?"	penny has a value of 1 cent, a nickel has a value o 5 cents).	

Represent and interpret data		
 2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph 	A.2.MD.9-10. Create picture graphs from collected measurement data.	
Geometry (G)		
Reason with shapes and their attributes		
2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁸ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	A.2.G.1. Identify the common two- dimensional shapes: square, circle, triangle, and rectangle.	
2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Not applicable.	
2.G.3 . Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of,</i> etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Not applicable. Addressed in A.4.G.3 and A.4.NF.1– 2 .	

⁸ Sizes are compared directly or visually, not compared by measuring.

In Grade 3, instruction should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (e.g., fractions with a numerator of one); (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes. Each critical area is described below.

(1) Students develop an understanding of the meaning of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into three equal parts, the parts are longer than when the ribbon is divided into five equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps—a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication and justify using multiplication to find the area of a rectangle.

(4) Students describe, analyze, and compare the properties of two-dimensional shapes. They compare and classify shapes by their sides and angles and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of a part of a shape as a unit fraction of the whole.

(5) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Operations and Algebraic Thinking (OA)		
Represent and solve problems involving multiplication and division		
3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .		
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	A.3.OA.1-2 . Use repeated addition to find the total number of objects and determine the sum.	
3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Not applicable. Addressed in A.3.OA.1 and A.5.NBT.5 .	
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48, 5 = ? \div 3, 6 \times 6 = ?$.	A.3.OA.4. Determine the unknown whole number in an addition or subtraction problem within 20.	
Understand properties of multiplication and the relationship between multiplication and division		

3.OA.5. Apply properties of operations as strategies to multiply and divide. ⁹ <i>Examples:</i> If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.)	Not applicable. Addressed in A.N-CN.2 .
Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8	
\times 7 as 8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56.	
(Distributive property.)	

⁹ Students need not use formal terms for these properties.

3.OA.6. Understand division as an unknown-factor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder	Not applicable. Addressed in A.5.NBT.6–7.	
Multiply and div	ide within 100	
3.OA.7. <u><i>Fluently</i></u> multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 =$ 40, one knows $40 \div 5 = 8$) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.	Not applicable. Addressed in A.7.NS.2.a. and A.7.NS.2.b.	
Solve problems involving the four operations, and identify and explain patterns in arithmetic		
3.OA.8. Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. ¹⁰ Include problems with whole dollar amounts.	A.3.OA.8. Solve one-step addition or subtraction word problems involving real-life situations within 20.	
3.AO.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Not applicable	
Number and Operations in Base Ten (NBT)		
Use place value understanding and properties of operations to perform multi-digit arithmetic $^{ m 11}$		
3.NBT.1 . Use place value understanding to round whole numbers to the nearest 10 or 100.	A.3.NBT.1-2. <i>Demonstrate an understanding of place value to the tens place.</i>	
3.NBT.2. Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of	A.3.NBT.1-2. Demonstrate an understanding of place value to <i>the</i> tens <i>place</i> .	

¹⁰ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order. ¹¹ A range of algorithms may be used.

opera and su amou	tions, and/or the relationship between addition ubtraction. Include problems with whole dollar nts.	
3.NBT of 10 strate opera	F.3. Multiply one-digit whole numbers by multiples in the range 10–90 (e.g., 9 × 80, 5 × 60) using gies based on place value and properties of tions.	A.3.NBT.3 . Using vocalization, sign language, augmentive communication, or assistive technology, count by tens to at least 30 using models such as objects, base-10 blocks, or money.
	Number and Operatio	ns—Fractions ¹² (NF)
	Develop an understanding	of fractions as numbers
3.NF. forme equal forme	1 . Understand a fraction 1/ <i>b</i> as the quantity ed by 1 part when a whole is partitioned into <i>b</i> parts; understand a fraction <i>a/b</i> as the quantity ed by <i>a</i> parts of size 1/ <i>b</i> .	
3.NF. numb diagra	 Understand a fraction as a number on the per line; represent fractions on a number line am. 	
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <i>b</i> equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	
b. c.	Represent a fraction <i>a/b</i> on a number line diagram by marking off <i>a</i> lengths 1/ <i>b</i> from Recognize that the resulting interval has size <i>a/b</i> and that its endpoint locates the number <i>a/b</i> on the number line.	A.3.NF.1–3. Differentiate a fractional part from a whole.
3.NF. cases, size.	 Explain equivalence of fractions in special and compare fractions by reasoning about their 	
a.	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole.	
b.	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
с.	Express whole numbers as fractions, and	

¹² Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4and 1 at the same point of a number line diagram.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data (MD)

Solve problems involving measurement and the estimation of intervals		
of time, liquid volumes, and masses of objects		
3.M.D.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	A.3.MD.1. Using vocalization, sign language, augmentive communication, or assistive technology, tell time to the hour on a digital clock.	
3.M.D.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ¹³ Add, subtract, multiply, or divide to solve one- step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ¹⁴	A.3.MD.2. Identify the appropriate measurement tool <i>for measuring</i> mass and volume.	
Represent and interpret data		
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bargraphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	A.3.MD.3. Use picture or bar graphs to answer questions about data.	
3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where	A.3.MD.4. Measure the length of objects <i>to the nearest whole unit</i> using standard tools such as rulers, yardsticks, and meter sticks.	

¹³ Excludes compound units such as cm³ and finding the geometric volume of a container

¹⁴ Excludes multiplicative comparison problems (e.g., problems involving notions of "times as much")

the horizontal scale is marked off in appropriate		
Geometric measurement: Understand concepts of area and relate area to multiplication and to		
addition		
3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.		
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.		
 A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 		
3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).		
3.MD.7. Relate area to the operations of multiplication and addition.		
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Not applicable. Addressed in A.4.MD.2.	
b. Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		
C. Use tiling to show in a concrete case that the area of a rectangle with whole- number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.		
d. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize area as additive.		
Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures		
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3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Not applicable. Addressed in A.7.G.4. and A.8.G.9 .	
Geometry (G)		
Reason with shapes and their attributes		
3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	A.3.G.1. Use vocalization, sign language, augmentive communication or assistive technology to describe the attributes of two-dimensional shapes.	
3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	A.3.G.2. Recognize that shapes can be partitioned into equal areas.	

In Grade 4, instruction should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Each critical area is described below.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (e.g., equal-sized groups, arrays, and area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers, understand and explain why the procedures work based on place value and properties of operations, and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop an understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of the properties of two-dimensional objects and the use of them to solve problems involving symmetry.

(4) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Operations and Algebraic Thinking (OA)		
Represent and solve problems involving multiplication and division		
4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	A.4.0A.1-2. Demonstrate the connection between	
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ¹	repeated addition and multiplication.	
4.OA.3. Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	A.4.OA.3. Solve one-step word problems <i>involving real-life situations</i> using addition or subtraction within 100 <i>without regrouping</i> .	
Gain familiarity with factors and multiples		
4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	A.4.OA.4. Show how a whole number is a result of two factors.	

Generate and analyze patterns

4.AO.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

A.4.OA.5. Use repeating patterns to make predictions.

Number and Operations in Base Ten¹⁵ (NBT)

Generalize place value understanding for multi-digit whole numbers	
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	Not applicable. Addressed in A.5.NBT.1.
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	A.4.NBT.2 . Compare whole numbers to 10 using symbols (<i>e.g.</i> , <, >, =).
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	A.4.NBT.3. Round any whole number 0-30 to the nearest ten.

Use place value understanding and properties of operations to perform multi-digit arithmetic

4.NBT.4. <i>Fluently</i> add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.	A.4.NBT.4. Add and subtract two-digit whole numbers.
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Not applicable. Addressed in A.4.OA.1 .

¹⁵ Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

4.NBT.6. Find whole-number quotients and Not applicable. remainders with up to four-digit dividends and onedigit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Number and Operations—Fractions¹⁶ (NF) Extend understanding of fraction equivalence and ordering **4.NF.1.** Recognizing that the value of "n" cannot be 0, explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. A.4.NF.1–2. Identify models of one half (1/2) and **4.NF.2.** Compare two fractions with different one fourth (1/4). numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

¹⁶ Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Build fractions from unit fractions by applyin operations on w	g and extending previous understandings of hole numbers.
4.NF.3. Understand a fraction <i>a/b</i> with <i>a</i> > 1 as a sum of fractions 1/ <i>b</i> .	A.4.NF.3. Differentiate between whole and half.
 Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 	
 b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model (including, but not limited to: concrete models, illustrations, tape diagram, number line, area model, etc.). Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. 	
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	
4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Not applicable. Addressed in A.4.OA.1–2. and A.5.NBT.5.
a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	
 b. Understand a multiple of <i>a/b</i> as a multiple of <i>1/b</i>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) 	
C. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be	

needed? Between what two whole numbers		
do you expect your answer to lie?		
Understand decimal notation for fractions and compare decimal fractions		
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and $100.^{17}$ For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.		
4.NF.6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	Not applicable. Addressed in A.7.NS.2.c-d.	
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.		
Measurement a	and Data (MD)	
Measurement a Solve problems involving measurement and conv smalle	and Data (MD) version of measurements from a larger unit to a r unit	
Solve problems involving measurement and com- smalle 4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)	A.4.MD.1. Identify the smaller measurement unit that comprises a larger unit within a measurement system (<i>e.g.</i> , inches/foot, centimeter/meter, minutes/hour).	
 Solve problems involving measurement and comsmalle 4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36) 4.MD.2. Use the four operations to solve word problems involving: intervals of time, 	A.4.MD.2.a. Tell time using a digital clock. Tell time to the nearest hour using an analog clock.	

¹⁷ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

 liquid volumes, masses of objects, including problems <i>involving simple fractions or decimals</i>, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 4.MD.3. Apply the area and perimeter formulas for 	 A.4.MD.2.c. Use standard measurement to compare lengths of objects. A.4.MD.2.d. Identify coins (<i>e.g.</i>, penny, nickel, dime, quarter) and their values. A.4.MD.3. Determine the area of a square or 	
rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	rectangle by counting units of measurement (<i>e.g.,</i> unit squares).	
Represent and interpret data		
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	 A.4.MD.4.a. Represent data on a picture or bar graph given a model and a graph to complete. A.4.MD.4.b. Using vocalization, sign language, augmentive communication or assistive technology, interpret the data from a picture or bar graph. 	
Geometric measurement: Understand concepts of angle and measure angles		
 4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. 	A.4.MD.5. Recognize angles in geometric shapes.	
 b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 		
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	A.4.MD.6. Identify angles as larger and smaller.	



In Grade 5, instruction should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and the division of fractions in limited cases (e.g., unit fractions divided by whole numbers, whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing an understanding of operations with decimals to the hundredths place, and developing fluency with whole number and decimal operations; and (3) developing an understanding of volume. Each critical area is described below.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop an understanding of why division procedures work based on the meaning of base-10 numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understanding of models for decimals, decimal notation, and properties of operations to add and subtract decimals to the hundredths place. They develop fluency in these computations and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (e.g., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to the hundredths place efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure the necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

(4) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Operations and Algebraic Thinking (OA)		
Write and interpret numerical expressions		
5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Not applicable	
5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.</i>	Not applicable	
Analyze patterns and relationships		
5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	A.5.OA.3. Identify and extend numerical patterns (e.g., given the rule "Add 3" and the starting number 0).	
Number and Operations in Base Ten (NBT)		
Understand the place value system		
5.NBT.1. "In the number <u>3</u> .33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).	A.5.NBT.1. Compare <i>base-10 models</i> up to 99 using <i>symbols (<, >, =)</i> .	
5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	A.5.NBT.2. Use the number of zeros in numbers that are powers of 10 to determine which values are equal, greater than, or less than.	
5.NBT.3. Read, write, and compare decimals to thousandths.	A.5.NBT.3. Compare whole numbers up to 100	

 a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 	using symbols (<, >, =).
5.NBT.4. Use place value understanding to round decimals to any place.	A.5.NBT.4. Round two-digit whole numbers to the nearest 10 from 0-90.
Perform operations with multi-digit whole num	bers and with decimals to the hundredths place
5.NBT.5. <u><i>Fluently</i> multiply multi-digit whole numbers using the standard algorithm.</u>	A.5.NBT.5. Multiply whole numbers up to 5 × 5.
5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	A.5.NBT.6–7. Illustrate the concept of division using fair and equal shares.
Number and Operations—Fractions (NF)	

Use equivalent fractions as a strategy to add and subtract fractions

5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	A.5.NF.1. Identify models of halves (<i>e.g.</i> , 1/2, 2/2) and fourths (<i>e.g.</i> , 1/4, 2/4, 3/4, 4/4).
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5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result 2/5 + 1/2</i>	A.5.NF.2. Identify models of thirds (e.g., 1/3. 2/3, 3/3) and tenths (e.g., 1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10, 10/10).
= 3/7, by observing that 3/7 < 1/2.	

Apply and extend previous understandings of multiplication and division to multiply and divide fractions

5.NF.3. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Not applicable. Addressed in A.6.RP.1 .
5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Not applicable.
 a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q 222b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.) 	
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	

5.NF.5. Interpret multiplication as scaling (resizing), by:	Not applicable.
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	
5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Not applicable. Addressed in A.10.N-CN.2.b.
5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ¹⁸	Not applicable. Addressed in A.7.NS.2.b .
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div$ $(1/5) = 20$ because $20 \times (1/5) = 4$.	
Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the	

¹⁸ Students able to multiply fractions in general can develop strategies to divide fractions in general by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of			
raisins?			
Measurement	and Data (MD)		
Convert like measurement units w	vithin a given measurement system		
5.MD.1. Convert among different-sized standard measurement units within a given measurement	A.5.MD.1.a. Tell time using an analog or digital clock to the half or quarter hour.		
system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving	A.5.MD.1.b. Use standard units to measure the weight and length of objects.		
mun step, real wond problems.	A.5.MD.1.c. Indicate the relative value of collections of coins.		
Represent and interpret data.			
5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit	A.5.MD.2. Represent and interpret data on a picture, line plot, or bar graph.		
(1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.			
Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition			
5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	A.5.MD.3. Identify common three-dimensional shapes (<i>e.g., sphere, cylinder, cone</i>).		
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.			
b. A solid figure which can be packed without gaps or overlaps using <i>n</i> unit cubes is said to have a volume of <i>n</i> cubic units.			
5.MD.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	A.5.MD.4–5. Determine the volume of a rectangular prism by counting units of measure <i>ment</i> (<i>e.g.,</i> unit cubes).		

5.MD.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

- a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- b. Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

Recognize volume as additive. Find volumes of solid figures composed of two non- overlapping right rectangular prisms by adding the volumes of the nonoverlapping parts, applying this technique to solve real world problems. **A.5.MD.4–5.** Determine the volume of a rectangular prism by counting units of measure*ment* (*e.g.,* unit cubes).

Geometry (G)

Graph points on the coordinate plane to solve real-world and mathematical problems

5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i> -axis and <i>x</i> -coordinate, <i>y</i> -axis and <i>y</i> -coordinate).	A.5.G.1-4. Sort two-dimensional figures and identify the attributes (<i>e.g.,</i> angles, number of sides, corners, color) they have in common.
5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	

Classify two-dimensional figures into categories based on their properties	
5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	A.5.G.1-4. Sort two-dimensional figures and identify the attributes (e.g., angles, number of sides, corners, color) they have in common.
5.G.4. Classify two-dimensional figures in a hierarchy based on properties.	

Alternate Academic Achievement Standards for Mathematics (Grades 6-8)

In Grade 6, instruction should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing an understanding of the division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking. Each critical area is described below.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending to, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understanding of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations, such as 3x = y, to describe relationships between quantities.

(4) Building on and reinforcing their understanding of numbers, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (e.g., interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in

which the data were collected.

(5) Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

(6) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Ratios and Proportional Relationships (RP)	
Understand ratio concepts and use ratio reasoning to solve problems	
6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	A.6.RP.1. Demonstrate a simple ratio relationship.
6.RP.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." ¹⁹	Not applicable. Addressed in A.7.RP.1–3 .
 6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate how many lawns could be mowed 	Not applicable. Addressed in A.8.F.1–3 .
 in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. 	
 d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 	

¹⁹ Expectations for unit rates in this grade are limited to non-complex fractions.

The Number System (NS)

Apply and extend previous understandings of multiplication and division to divide fractions by fractions		
6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	A.6.NS.1. Compare the relationships between two unit fractions.	
Compute fluently with multi-digit numbers and find common factors and multiples		
6.NS.2. <u><i>Fluently</i></u> divide multi-digit numbers using the standard algorithm.	A.6.NS.2. Apply the concept of fair share and equal shares to divide.	
6.NS.3. <u><i>Fluently</i></u> add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	A.6.NS.3. Solve two-factor multiplication problems with products up to 50 using concrete objects and/or a calculator.	
6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express 36 + 8 as 4 (9 + 2).</i>	Not applicable.	
Apply and extend previous understandings of numbers to the system of rational numbers		
6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	A.6.NS.5–8. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).	

6.NS.6. Understand a rational number as a point on

the r coor repro nega a. b. c. 6.NS ratio a. b.	number line. Extend number line diagrams and dinate axes familiar from previous grades to esent points on the line and in the plane with attive number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., - (-3) = 3, and that 0 is its own opposite. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. 5.7 . Understand ordering and absolute value of nal numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret</i> $-3 >$ -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write</i> $-3 °C >-7 °C$ to express the fact that $-3 °C$ is warmer than $-7°C$. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account halpance</i> of	A.6.NS.5–8. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).
	line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	
d.	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	
6.NS by gr coor abso	5.8. Solve real-world and mathematical problems raphing points in all four quadrants of the dinate plane. Include use of coordinates and plute value to find distances between points with	A.6.NS.5–8. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).

	the same first coordinate or the same second coordinate.	
	6.NS.9. Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram.	Not applicable.
	a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	
	 b. Understand p + q as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts. 	
	c. Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	
	d. Apply properties of operations as strategies to add and subtract integers.	
	Expressions and	Equations (EE)
Apply and extend previous understandings of arithmetic to algebraic expressions		s of arithmetic to algebraic expressions
	6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.	A.6.EE.1–2. Identify equivalent number sentences.
	6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.	A.6.EE.1–2. Identify equivalent number sentences.
	 Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. 	
	 b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as 	

C. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	
6.EE.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	A.6.EE.3. Apply the properties of addition to identify equivalent numerical expressions.
6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	Not applicable.
Reason about and solve one-varia	able equations and inequalities
6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	
6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	A.6.EE.5–8. Match an equation to a real-world problem in which variables are used to represent numbers.
6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	
6.EE.8. Write an inequality of the form $x > c$ or $x < c$ to	

represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables

6.EE.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another.
Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.

• Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.

Geometry (G)

Solve real-world and mathematical problems involving area, surface area, and volume

6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	A.6.G.1. Solve real-world and mathematical problems about area using unit squares.
6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	A.6.G.2. Solve real-world and mathematical problems about volume using unit cubes.
6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.	Not applicable.

6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real- world and mathematical problems.	Not applicable.
Statistics and Pr	obability (SP)
Develop understanding o	of statistical variability
6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	A.6.SP.1–2. Display data on a graph or table that shows variability in the data.
6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Not applicable. Addressed in A.S-ID.4 .
Summarize and descr	ribe distributions
6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	, Not applicable. Addressed in A.6.SP.1–2.
 6.SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the observation. 	A.6.SP.5. Using vocalization, sign language, augmentive communication, or assistive technology, summarize data distributions shown in graphs or tables.

in which the data were gathered.	
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In Grade 7, instruction should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Each critical area is described below.

(1) Students extend their understanding of ratios and develop an understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed, temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8, they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

(4) Students build on their previous work with single-data distributions to compare two- data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

2019 Mississippi Alternate Academic Achievement Standards for Mathematics

(5) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Ratios and Proportional Relationships (RP)

Analyze proportional relationships and use them to solve real-world and mathematical problems 7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1}{2}/\frac{1}{4}$ miles per hour, equivalently 2 miles per hour. 7.RP.2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit A.7.RP.1–3. Use a ratio to model or describe a rate) in tables, graphs, equations, diagrams, and relationship. verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. The Number System (NS) Apply and extend previous understandings of operations with fractions to add, subtract, multiply,

and divide rational numbers

	7.NS.1. Apply and extend previous understandings of	A.7.NS.1. Add fractions with like denominators
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addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	(<i>e.g.,</i> halves, thirds, fourths, tenths) with sums less than or equal to one.
a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	
 b. Understand p + q as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. 	
C. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real- world contexts.	
 Apply properties of operations as strategies to add and subtract rational numbers. 	
7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	A.7.NS.2.a. Solve multiplication problems with products to 100.
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then- (p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.	A.7.NS.2.b. Solve division problems with divisors up to five and also with a divisor of 10 without remainders.	
 Apply properties of operations as strategies to multiply and divide rational numbers. 	A.7.NS.2.c–d . Express a fraction with a denominator of 10 as a decimal.	
d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.		
7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.	A.7.NS.3. Compare quantities represented as decimals in real-world examples to tenths.	
Expressions and Equations (EE)		
Use properties of operations to generate equivalent expressions		
7.EE.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	A.7.EE.1. Use the properties of operations as strategies to demonstrate that expressions are equivalent.	
7.EE.2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, a</i> + 0.05 <i>a</i> = 1.05 <i>a</i> means that <i>"increase by 5%" is the same as "multiply by 1.05."</i>	A.7.EE.2. Identify an arithmetic sequence of whole numbers with a whole number common difference.	

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Solve real-life and mathematical problems using n	umerical and algebraic expressions and equations
7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.²⁰</i>	Not Applicable
7.EE.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	A.7.EE.4. Use the concept of equality with models to solve one-step addition and subtraction equations.
a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms <u>fluently</u> . Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	
 b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. 	

²⁰ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Geometry (G)		
Draw, construct, and describe geometrical figures and describe the relationships between them		
7.G.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	A.7.G.1. Match two similar geometric shapes that are proportional in size and in the same orientation.	
7.G.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	A.7.G.2. Recognize geometric shapes with given conditions.	
7.G.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	A.7.G.3. Match a two-dimensional shape with a three-dimensional shape that shares an attribute.	
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume		
7.G.4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	A.7.G.4. Determine the perimeter of a rectangle by adding the measures of the sides.	
7.G.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	A.7.G.5. Recognize angles that are acute, obtuse, and right.	
7.G.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	A.7.G.6. Determine the area of a rectangle using the formula for length × width, and confirm the result using tiling or partitioning into unit squares.	

Statistics and	l Probability	(SP)	
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7.SP.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	A.7.SP.1–2. Using vocalization, sign language, augmentive communication, or assistive technology, answer a question related to the collected data from an experiment, given a model of data, or from data collected by the student.	
7.SP.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	A.7.SP.1–2. Using vocalization, sign language, augmentive communication, or assistive technology, answer a question related to the collected data from an experiment, given a model of data, or from data collected by the student.	
Draw informal comparative inferences about two populations		
7.SP.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	A.7.SP.3. Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph.	
7.SP.4. Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Not applicable. Addressed in A.S-ID.4 .	
Investigate chance processes and develop, use, and evaluate probability models		
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7.SP.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.		
7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	A.7.SP.5–7. Describe the probability of events occurring as possible or impossible.	
7.SP.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	A.7.SP.5–7. Describe the probability of events occurring as possible or impossible.	
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.		
b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?		

7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
- c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?



Grade 8

For Grade 8 math, a <u>one-credit course</u>, instruction should focus on 3 critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem. Each critical area is described below.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions (y/x = m or y = mx) as special linear equations (y = mx + b), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade level, fitting the model and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation.

Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on

2019 Mississippi Alternate Academic Achievement Standards for Mathematics

volume by solving problems involving cones, cylinders, and spheres.

(4) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Grade 8

The Number	System (NS)	
Know that there are numbers that are not ratio	nal, and approximate them by rational numbers	
8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	A.8.NS.1. Subtract fractions with like denominators (<i>e.g.,</i> halves, thirds, fourths, tenths) with minuends less than or equal to one.	
8.NS.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., rr^{2}). For example, by truncating the decimal	A.8.NS.2.a. Express a fraction with a denominator of 100 as a decimal.	
expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	A.8.NS.2.b. Compare quantities represented as decimals in real-world examples to the hundredths place.	
Expressions and	Equations (EE)	
Work with radicals and integer exponents		
8.EE.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	A.8.EE.1. Identify the meaning of an exponent (limited to exponents of 2 and 3).	
8.EE.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that '12 is irrational.	A.8.EE.2. Identify a geometric sequence of whole numbers with a whole number common ratio.	
8.EE.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.	A.8.EE.3–4. Compose and decompose whole numbers up to 999.	
8.EE.4. Perform operations with numbers	A.8.EE.3–4. Compose and decompose whole	

expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	numbers up to 999.	
Understand the connections between proport	ional relationships, lines, and linear equations	
8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	A.8.EE.5–6. Graph a simple ratio by connecting the origin to a point representing the ratio in the form of	
8.EE.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	y/x. (e.g., when given a ratio in standard form (2:1), convert to 2/1 and plot the point (1,2).	
Analyze and solve linear equations and pairs of simultaneous linear equations		
8.EE.7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	A.8.EE.7. Solve simple algebraic equations with one variable using addition and subtraction.	
 b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms. 		
8.EE.8. Analyze and solve pairs of simultaneous linear equations.	Not applicable. Addressed in A.8.EE.5–6 .	
 Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 		

b.	Solve systems of two linear equations in two
	variables algebraically, and estimate
	solutions by graphing the equations. Solve
	simple cases by inspection. For example, 3x +
	2y = 5 and 3x + 2y = 6 have no solution
	because 3x + 2y cannot simultaneously be 5
	and 6.

c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Functions (F)

Define, evaluate, and compare functions

A.8.F.1–3. Given a function table containing at

missing number that completes another ordered

least two complete ordered pairs, identify a

pair (limited to linear functions).

8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.²¹

8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

8.F.3. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For*

example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities

8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*) values, including reading these from a table or from a graph. Interpret the rate of change and
A.8.F.4. Determine the values or rules of a function using a graph or a table.

²¹ Function notation is not required in Grade 8.

initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	A.8.F.5. Describe how a graph represents a relationship between two quantities.
Geome	try (G)
Understand congruence and similarity using physic	cal models, transparencies, or geometry software
 8.G.1. Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. 	A.8.G.1. Recognize translations, rotations, and reflections of shapes.
8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	A.8.G.2. Identify shapes that are congruent.
8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Not applicable.
8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	A.8.G.4. Identify similar shapes with and without rotation.
8.G.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	A.8.G.5. Compare any angle to a right angle and describe the angle as greater than, less than, or congruent to a right angle.

Understand and apply the Pythagorean Theorem		
8.G.6. Explain a proof of the Pythagorean Theorem and its converse.	Not applicable.	
8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real- world and mathematical problems in two and three dimensions.	Not applicable.	
8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Not applicable.	
Solve real-world and mathematical problems in	volving volume of cylinders, cones, and spheres	
8.G.9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve realworld and mathematical problems.	A.8.G.9. Use the formulas for perimeter, area, and volume to solve real-world and mathematical problems (limited to perimeter and area of rectangles and volume of rectangular prisms).	
Statistics and Probability (SP)		
Investigate patterns of ass	ociation in bivariate data	
8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Not applicable.	
8.SP.2 .Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Not applicable. Addressed in A.10.S-ID.1–2. and A.10.S-ID.3.	
8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>	Not applicable.	
8.SP.4. Understand that patterns of association can also be Addressed in n in bivariate categorical data by displaying frequencies and relative frequencies in	A.8.SP.4. Construct a graph or table from given categorical data and compare data categorized in the graph or table.	

a two-way table. Construct and interpret a two-way	
table summarizing data on two categorical variables	
collected from the same subjects. Use relative	
frequencies calculated for rows or columns to	
describe possible association between the two	
variables. For example, collect data from students in	
your class on whether or not they have a curfew on	
school nights and whether or not they have assigned	
chores at home. Is there evidence that those who	
have a curfew also tend to have chores?	

Alternate Academic Achievement Standards for Mathematics (Grades 9-12)

High School Overview

The high school standards specify the mathematics that all students should study in order to be college and career ready. The high school standards are listed in conceptual categories:

- Number and quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and probability

Conceptual categories portray a coherent view of high school mathematics. For example, a student's work with functions crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by an asterisk (*). The asterisk (*) symbol occasionally appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

High School—Number and Quantity Conceptual Category

Numbers and Number Systems: During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number" (e.g., 1, 2, 3). Soon after that, zero is used to represent "none" and whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand the division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-10 system used to represent whole numbers. During middle school, fractions are augmented by negative fractions to form rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: they have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities: In real-world problems, the answers are usually not numbers but quantities—numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling (e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting average). They also encounter novel situations in which they must conceive the attributes of interest on their own. For example, to find a good measure of overall highway safety they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, for example, when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

High School—Algebra Conceptual Category

Expressions: An expression is a record of computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, p + 0.05p can be interpreted as the addition of a 5% tax to a price p. Rewriting p + 0.05p as 1.05p shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, p + 0.05p is the sum of the simpler expressions p and 0.05p. Viewing an expression as the result of an operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic

expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and Inequalities: An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system but have a solution in a larger system. For example, the solution of x + 1 = 0 is an integer, not a whole number; the solution of 2x + 1 = 0 is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling: Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

High School—Functions Conceptual Category

Functions describe situations where one quantity determines another. For example, the return on a \$10,000 investment at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule T(v) = 100/v expresses this relationship

algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule (e.g., "I'll give you a state, you give me the capital city"); by an algebraic expression like f(x) = a + bx; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates: Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

High School—Modeling Conceptual Category

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is

appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people and how it might be distributed
- Planning a table tennis tournament for seven players at a club with four tables where each player plays against every other player
- Designing the layout of the stalls in a school fair in a way to raise as much money as possible
- Analyzing the stopping distance for a car
- Modeling savings account balance, bacterial colony growth, or investment growth
- Engaging in critical path analysis (e.g., applied to the turnaround of an aircraft at an airport)
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism
- Relating population statistics to individual predictions

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes the explosive growth of the exponential function more vivid.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation and then either

improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO₂ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based—for example, the exponential growth of bacterial colonies (until cutoff mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards: Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by an asterisk (*).

High School—Geometry Conceptual Category

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of a material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line (spherical geometry, in contrast, has no parallel lines).

During high school, students begin to formalize their geometry experiences from elementary and middle school using more precise definitions and developing careful proofs. Later in college, some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. The rigid motions are fundamental—translations, rotations, reflections, and combinations of these—all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—for example, when the reflective symmetry of an isosceles triangle assures that the base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a

sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem-solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations: The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

High School—Statistics and Probability Conceptual Category

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by

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variability. Statistics provides tools for describing variability in data and for making informed decisions that take that variability into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell-shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread is not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of comparison might mean depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, the random assignment of individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data is collected are important in drawing conclusions from the data; in critically reviewing the uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model—a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables. Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling: Functions may be used to describe data; if the data suggests a linear relationship, then the relationship can be modeled with a regression line and its strength and direction can be expressed through a correlation coefficient.

High School Alternate Math Elements I and II

The fundamental purpose of Alternate Math Elements I and II is to formalize and extend the mathematics that students learned in the middle. The critical areas deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibits a linear trend. Alternate Math Elements I and II uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final critical area in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical focus areas of this course include:

- (1) working with quantities to model and analyze situations;
- (2) exploring sequences and their relationships to functions; (3) working and translating between the various forms of linear equations and inequalities; (4) fitting data to a particular model; (5) establishing triangle congruency; and (6) verifying geometric relationships. Each critical area is described below:
 - a. By the end of eighth grade, students have had a variety of experiences working with expressions and creating equations. In this first critical focus area, students continue this work by using quantities to model and analyze situations, to interpret expressions, and by creating equations to describe situations.
 - b. In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.
 - c. By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve

systems of linear equations in two variables. This critical area builds on these earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions. All of this work is grounded in understanding quantities and relationships between them.

- d. This critical area builds upon students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.
- e. In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions (e.g., translations, reflections, rotations) and have used these to develop notions about what it means for two objects to be congruent. In this area, students establish triangle congruence criteria based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.
- f. Building on their work with the Pythagorean Theorem in eighth grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including the properties of special triangles and quadrilaterals and the slopes of parallel and perpendicular lines.
- (3) The statements above represent what general education students are expected to master by the end of these courses. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Alternate Math Elements I and II

Numbers and Quantity		
The Complex Num	per System (N-CN)	
Perform arithmetic operation	ons with complex numbers	
N-CN.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	A.N.CN.2.a. <i>Demonstrate</i> the commutative, associative, or distributive properties to add, subtract, or multiply whole numbers.	
	A.N.CN.2.b. Solve real-world problems involving addition and subtraction of <i>rational numbers (e.g., whole numbers or</i> decimals), using models when needed.	
	A.N.CN.2.c. Solve real-world problems involving <i>the</i> multiplication of <i>rational numbers (e.g.,</i> whole number <i>or decimals)</i> , using models when needed.	
Statistics and Probability*		
Making Inferences and Justifying Conclusions (S-IC)		
Understand and evaluate random proce	sses underlying statistical experiments	
 S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?* 	A.S-IC.1-2. Select the model that represents the outcome of an event with results from a given datagenerated process or demonstration. For example, a model says a spinning coin falls heads up with a probability of 0.5. Would a result of 5 tails in a row cause you to question the model?	
Conditional Probability an	d the Rules of Probability	
Understand independence and conditional	probability and use them to interpret data.	
 S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").* S-CP.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.* 	A.S-CP.1-5. Given a scenario, select the independent or dependent variable (e.g., If I buy 10 tickets that cost \$7.00 each the total cost is \$70.00. Which variable is independent?)	

S-CP.3. Understand the conditional probability of <i>A</i> given <i>B</i> as <i>P</i> (<i>A</i> and <i>B</i>)/ <i>P</i> (<i>B</i>), and interpret independence of <i>A</i> and <i>B</i> as saying that the conditional probability of <i>A</i> given <i>B</i> is the same as the probability of <i>A</i> , and the conditional probability of <i>B</i> given <i>A</i> is the same as the probability of <i>B</i> .*		
S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*	A.S-CP.1-5. Given a scenario, select the independent or dependent variable (e.g., If I buy 10 tickets that cost \$7.00 each the total cost is \$70.00. Which variable is independent?)	
S-CP.S. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*		
Geom	netry	
Congruenc	e (G-CO)	
Experiment with transformations in the plane		
G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	A.G-CO.1. <i>Demonstrate</i> perpendicular lines, parallel lines, and line segments; angles; and circles (e.g., draw, model, identify, create)	
 G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. 	A.G-CO.2-4. Not Applicable.	

G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.		
G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	A.G-CO.5. Identify and model characteristics of a geometric figure that has undergone a transformation (e.g., reflection, rotation, translation).	
Understand congruence i	in terms of rigid motions	
G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		
G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	A.G-CO.6-8. <i>Select</i> corresponding congruent and similar parts of shapes.	
G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		
Use coordinates to prove simple g	eometric theorems algebraically	
G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*	A.G-GPE.7. Find perimeters <i>or</i> areas of squares and rectangles to solve real-world problems.	
Geometry		
Geometric Measurement	and Dimension (G-GMD)	
Explain volume formulas and use them to solve problems		
 G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. G.GMD.2. Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures. 	A.G-GMD.1-3. <i>Compare and contrast</i> the volume of <i>various geometric figures.</i>	
G.GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*		

Visualize relationships between two-dimensional and three-dimensional objects	
G.GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	A.G-GMD.4. <i>Given a cross section of a three-dimensional object,</i> identify the shapes of two-dimensional cross-sections.
Geon	netry
Modeling with Geometry (G-MG)	
G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*	
G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	A.G-MG.1-3. Use geometric shapes to describe real- life objects.
G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*	

Alternate Math Elements III and Alternate Algebra Elements

It is in Alternate Math Elements III and Alternate Algebra Elements that students pull together and apply the accumulation of learning that they have obtained from their previous courses, with content grouped into four critical areas that are organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The four critical areas of this course include (1) working extensively with statistics and probability; (2) culminating work with the Fundamental Theorem of Algebra; (3) understanding periodic phenomena; and (4) exploring function fitting.

Each critical area is described below:

- (1) In this area, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role randomness and careful design play in the conclusions that can be drawn.
- (2) This area develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-10 computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations. The area culminates with the fundamental theorem of algebra. Rational numbers extend the arithmetic of integers by allowing division by all numbers except zero. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.
- (3) Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles. They are able to distinguish whether three given measures (angles or sides) define zero, one, two, or infinitely many triangles. This discussion of general triangles opens up the idea of trigonometry applied beyond the right triangle—that is, at least to obtuse angles. Students build on this idea to develop the notion of radian measure for angles and extend the domain of the trigonometric functions to all real numbers. They apply this knowledge to model simple periodic phenomena.

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- (4) Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying functions. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing the appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as "the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this area. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.
- (5) The statements above represent what general education students are expected to master by the end of this grade. The alternate standards address a small number of mathematics standards, representing a breadth, but not depth, of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Alternate Math Elements III and Alternate Algebra Elements

Number and Quantity		
The Real Number System (N-RN)		
Extend the properties of expone	ents to rational exponents	
N-RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{(1/3)^3}$ to hold, so $[5^{1/3}]^3$ must equal 5.	A.N-RN.1. Determine the value of a quantity that is squared or cubed.	
Quantities (N-Q) *		
Reason quantitatively and use units to solve problems		
N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*	A.N-Q.1-3. Using vocalization, sign language, augmentive communication, or assistive technology, express quantities to the appropriate precision of measurement.	
N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.*		
N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*		
Alge	bra	
Seeing Structure in E	Expressions (A-SSE)	
Interpret the structure of expressions		
A-SSE.1. Interpret expressions that represent a quantity in terms of its context.*	A.A-SSE.1. Identify an algebraic expression involving <i>addition or subtraction</i> to represent a real-world	
 a. Interpret parts of an expression, such as terms, factors, and coefficients. 	problem.	
 b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)ⁿ as the product of P and a factor not depending on P. 		

Write expressions in equivalent forms to solve problems		
A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	A.A-SSE.3. Solve simple algebraic equations with one variable using multiplication and division.	
 Factor a quadratic expression to reveal the zeros of the function it defines. 		
 b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. 		
C. Use the properties of exponents to transform expressions for exponential functions. <i>For</i>		
example the expression 1.15 ^t can be rewritten as [1.15 ^{1/12}] ^{12t} "" 1.012 ^{12t} to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.		
A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	A.A-SSE.4. Determine the successive term in a geometric sequence given the common ratio.	
Creating Equations (A-CED) *		
Create equations that describe numbers or relationships		
A-CED.1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> *	A.A-CED.1. <i>Select</i> an equation or inequality involving one operation with one variable <i>that represents</i> a real-world problem.	
A-CED.2. Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [Note this standard appears in future courses with a slight variation in the standard language.]		
A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	A.A-CED.2-4. Solve one-step <i>equations or</i> inequalities.	
A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law V = IR to highlight resistance R.*</i>		



Interpret functions that arise in applications in terms of the context		
 F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts;</i> <i>intervals where the function is increasing, decreasing,</i> <i>positive, or negative; relative maximums and minimums;</i> <i>symmetries; end behavior; and periodicity.</i>* F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function h(n) gives the</i> <i>number of person-hours it takes to assemble n engines</i> <i>in a factory, then the positive integers would be an</i> <i>appropriate domain for the function.</i>* F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* 	A.F-IF.4-6. <i>Given</i> graphs that represent linear functions, <i>interpret</i> different rates of change <i>(e.g.,</i> Which is faster or slower?).	
Building Functions (F-BF)		
Build a function that models a relationship between two quantities		
 F-BF.1. Write a function that describes a relationship between two quantities.* a. Determine an explicit expression or steps for calculation from a context 	A.F-BF.1. Select the appropriate graphical representation (<i>e.g.,</i> first quadrant) given a situation involving a constant rate of change (<i>e.g., slope</i>).	
F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	A.F-BF.2. <i>Given</i> arithmetic <i>or geometric</i> sequence, <i>identify the graph that models the given</i> rule.	
Linear, Quadratic, and Ex	ponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems		
 F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. 	A.F-LE.1-3. Model a simple linear function such as <i>y=mx</i> to show that these functions increase by equal amounts over equal intervals. <i>Given a simple linear function, select the model that represents an increase by equal amounts over equal intervals.</i>	

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	A.F-LE.1-3. Model a simple linear function such as <i>y=mx</i> to show that these functions increase by equal amounts over equal intervals. <i>Given a simple linear function, select the model that represents an increase by equal amounts over equal intervals.</i>	
F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*		
Statistics and Probability *		
Interpreting Categorical and Quantitative Data (S-ID)		
Summarize, represent, and interpret data on a single count or measurement variable		
S-ID.1. Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).*	A.S-ID.1-2. Given data, construct a simple graph	
S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*	(<i>e.g.</i> , line, pie, bar, picture) or table and interpret the data.	
S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*	A.S-ID.3. Interpret general trends on a graph or chart.	
S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*	A.S-ID.4. Calculate the mean of a given data set (using whole numbers 1-20).	



MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright *f*uture for every child

Alternate Science Elements II

(Secondary course to be added to *MS AAAS for Science,* approved 2018)

Effective Date: 2019-2020 School Year

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Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Science* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each course. The purpose of the *MS AAAS for Science* is to build a bridge from the content in general education 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.

Alternate Science Elements II is a secondary course that was created after the MS AAAS for K-8 Science and Biology were developed. This course will be added to the *MS AAAS for Science*

2 Alternate Science Elements II

ALTERNATE SCIENCE ELEMENTS II

Alternate Science Elements II, <u>a one-credit course</u>, offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an Alternate Diploma which is documented in the student's individualized education program (IEP). It is recommended that *Alternate Science Elements II* be taken after successful completion of *Alternate Biology Elements*.

Components for *Alternate Science Elements II* include the following strands: Anatomy and Physiology, Earth and Space Science, Botany, Zoology, and Physical Science. Each of these strands were selected for inclusion in this particular course. A synopsis of each strand is provided below:

Anatomy and Physiology core content emphasizes the structure and function of cells, tissues, and organs; organization of the human body; the skeletal, muscular, digestive, respiratory, cardiovascular, and reproductive systems; and the impact of diseases on certain systems. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components in this course.

Earth and Space Science core content provides opportunities for students to continue to develop and communicate a basic understanding of the Earth and its place in the universe. Natural hazards and other geologic events that impact the earth and human society are covered. Human impact on the Earth through resource extraction and land use is included. A major focus is becoming responsible stewards of Earth's natural resources.

Zoology core content includes morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolution, and the interactions of human society and animals. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components in this course.

Physical Science core content includes the characteristics and structure of matter, Newton's Laws of Motion, thermal energy, and thermal energy transfer

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Alternate Science Elements II: Anatomy and Physiology

HAP.1 Physiological Functions/Anatomical Structure

Conceptual Understanding: Anatomists have developed a universal set of reference terms that aid in the identification of body structures with a high degree of specificity. Body organization from simple to complex levels and an introduction to the organ systems forming the body lead to a higher understanding of anatomical structures in the human body.

- HAP.1 Students will demonstrate an understanding of how anatomical structures and physiological functions are organized and described using anatomical position.
- A.HAP.1 Students will identify how basic anatomical structures and physiological functions are organized.
- A.HAP.1.1 Locate main organs and their applicable body cavities.
- **A.HAP.1.2** Identify the interdependence of the basic body systems to each other and to the body as a whole.

Alternate Science Elements II: Human Anatomy and Physiology

HAP.4 Skeletal System

Conceptual Understanding: The skeletal system is composed of cartilage and bone. Together these supportive tissues form the framework for the body. The skeletal system encloses organs, attaches skeletal muscles, and connects bone, forming joints to aid in movement.

HAP.4 Students will investigate the structures and functions of the skeletal system including the cause and effect of diseases and disorders.

A.HAP.4 Students will identify the basic structures and function of the skeletal system.

- **A.HAP.4.1** Identify the basic function of the skeletal system.
- **A.HAP.4.2** Match major bones (skull, pelvis, humerus, ulna, radius, femur, tibia, fibula, vertebrae, phalanges and ribs) to corresponding parts of the appendicular or axial skeleton (e.g, the femur, tibia, fibula are bones of the leg).
- **A.HAP.4.3** Identify activities that pose threat to bones or joints of the skeletal system.
- **A.HAP.4.6** Identify common skeletal diseases and disorders (e.g., arthritis, osteoporosis, Osteogenesis imperfecta-brittle bone disease).
- **A.HAP.4.7** Identify appropriate first aid immediate responses to common injuries such as a bone fracture (e.g., call 911, notify an adult, report to nearest emergency medical facility).

Alternate Science Elements II: Human Anatomy and Physiology

HAP.5 Muscular System

Conceptual Understanding: The muscular system, with the aid of three types of muscle tissue (skeletal, cardiac, and smooth), provides movement, contour and shape, joint stability, heat generation, and the transportation of materials throughout the body.

- HAP.5 Students will investigate the structures and functions of the muscular system, including the cause and effect of diseases and disorders.
- A.HAP.5 Students will identify the basic structures and function of the muscular system.
- A.HAP.5.1 Identify a muscle structure of the body.
- **A.HAP.5.2** Use models to locate the major muscles (pectorals, biceps, abdominal, quadriceps, hamstring, and triceps) and investigate the movements controlled by each muscle.
- **A.HAP.5.7** Identify common muscular diseases and disorders (e.g., muscle cramps or strains related to muscular dystrophy and/or cerebral palsy) that affect the muscular system.

Conceptual Understanding: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Animals (including humans) use their senses to learn about the world around them.

L.K.1B Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment.
A.L.K.1B Students will identify how animals (including humans) use their physical features and their senses to learn about their environment.

- **A.L.K.1B.1** Identify the five senses and the related body parts.
- **A.L.K.1B.2** Select body parts animals use to obtain food and move.

Alternate Science Elements II: Human Anatomy and Physiology HAP.8 Male and Female Reproductive Systems

Conceptual Understanding: The reproductive system's biological function is to generate offspring for the continuance of our species. Interactions of the egg and sperm, the biological clock, and fertility play critical roles in the production of an offspring. Proper embryonic development directly depends on the health of the reproductive system.

- HAP.8 Students will investigate the structures and functions of the male and female reproductive system, including the cause and effect of diseases and disorders.
- A.HAP.8 Students will identify the basic structures and functions of the male and female reproductive system, including the cause and effect of diseases and disorders.
- A.HAP.8.1 Identify the basic structure and function of the male and female reproductive systems.
- **A.HAP.8.2** Identify basic male reproductive anatomy and relate structure to sperm production.
- **A.HAP.8.3** Identify basic female reproductive anatomy and relate structure to egg production.
- **A.HAP.8.4** Examine the negative influences on personal decision making for responsible sexual behavior.
- A.HAP.8.5 Identify various contraceptive methods.
- **A.HAP.8.6** Describe the basic changes that occur during embryonic/fetal development, birth, and the growth and development from infancy, childhood, and adolescence to adult.
- **A.HAP.8.7** Identify the basic causes and effects of various reproductive diseases and disorders (e.g., infertility, sexually transmitted diseases, and ectopic pregnancy).

Alternate Science Elements II: Human Anatomy and Physiology HAP.9 Blood

Conceptual Understanding: Blood is the necessary fluid that transports oxygen and other elements throughout the body and removes waste products. Blood's unique composition allows for grouping into four major blood type groups (A, B, AB, and O). Blood types and pathological conditions are based on inherited traits.

- HAP.9 Students will analyze the structure and functions of blood and its role in maintaining homeostasis.
- A.HAP.9 Students will identify the basic functions of blood and its role in maintaining homeostasis.
- **A.HAP.9.1** Identify the basic roles of blood in the body (e.g., transports oxygen and other elements throughout the body and removes waste products) which result in homeostasis.
- A.HAP.9.2 Identify the four major blood type groups (i.e., A, B, AB, and O).

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A.HAP.9.3 Identify various inherited pathological conditions of blood in the body (e.g., anemia, leukemia, sickle cell, and hemophilia).

Alternate Science Elements II: Human Anatomy and Physiology

HAP.10 Cardiovascular System

Conceptual Understanding: The cardiovascular system is composed of the heart and blood vessels. The heart is the mechanism that cycles the blood throughout the body via the blood vessels. Using blood as a carrier, the system transports nutrients, gases, wastes, antibodies, electrolytes, and many other substances to and from the cells of the body. The location, size, and orientation of the heart, blood vessels, veins, arteries, and capillaries are essential in maintaining cardiovascular health. Maintenance of this system is vital.

- HAP.10 Students will investigate the structures and functions of the cardiovascular system, including the cause and effect of diseases and disorders.
- A.HAP.10 Students will identify the basic organs, functions of those organs, and the circulation of blood through the cardiovascular system. Students will describe ways to maintain and monitor cardiovascular health.
- **A.HAP.10.1** Identify the organs in the cardiovascular system (e.g., heart, blood vessels, veins, arteries, and capillaries) and their location in the body.
- **A.HAP.10.2** Identify the main functions of the organs of the cardiovascular system.
- **A.HAP.10.3** Describe the direction of the flow of blood through the cardiovascular system.
- **A.HAP.10.4** Describe ways to maintain and monitor the cardiovascular system (e.g., exercise, healthy diet, check pulse and blood pressure).

Alternate Science Elements II: Human Anatomy and Physiology

HAP.12 Respiratory System

Conceptual Understanding: The respiratory system provides the body with an abundant and continuous supply of oxygen and removes carbon dioxide from the body. The organs of this system include the nose, pharynx, larynx, trachea, bronchi and their smaller branches, and the lungs. The interaction of these organs with the cardiovascular system transports respiratory gases to the tissue cells throughout the body. Interruptions in the mechanics of this system will lead to respiratory distress.

- HAP.12 Students will investigate the structures and functions of the respiratory system, including the cause and effect of diseases and disorders.
- A.HAP.12 Students will identify the basic organs, the functions of those organs, the flow of oxygen through the respiratory system, the basic symptoms of illness(es) of the respiratory system, and ways to maintain a healthy respiratory system.
- **A.HAP.12.1** Identify the basic organs of the respiratory system and their essential functions (e.g., nose, mouth, esophagus/windpipe, and lungs).
- **A.HAP.12.2** Identify the basic symptoms of pathological conditions of the respiratory system (e.g., asthma, bronchitis, influenza, pneumonia, and COPD).

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- **A.HAP.12.3** Identify new environmental causes of respiratory distress (e.g., e-cigarettes, environmental pollutants, and changes in inhaled gas composition).
- **A.HAP.12.4** Describe ways to maintain a healthy respiratory system (e.g., no smoking, exercising, maintaining a healthy weight, avoid exposure to environmental pollutants and irritants).

Alternate Science Elements II: Human Anatomy and Physiology

HAP.13 Digestive System

Conceptual Understanding: The digestive system processes food so that it can be absorbed and used by the body's cells. The organs of this system include mouth, esophagus, stomach, large intestines, small intestines, and colon. The organs of the system are responsible for food ingestion, digestion, absorption, and elimination of the undigested remains from the body. Disturbances in the digestive system may result in symptoms indicative of pathological conditions. Maintaining a healthy digestive system is vital.

HAP.13 Students will investigate the structures and functions of the digestive system, including the cause and effect of diseases and disorders.

- A.HAP.13 Students will identify the basic structures and functions of the digestive system, including basic symptoms of illness(es), common pathological conditions, and basic treatment of symptoms.
- **A.HAP.13.1** Identify primary organs of the digestive system (e.g., mouth, esophagus, stomach, large intestines, small intestines, and colon) and their basic functions.
- **A.HAP.13.2** Identify basic symptoms of illness(es) of the digestive system (e.g., upset stomach, stomach pain, nausea, diarrhea).
- **A.HAP.13.3** Identify common pathological conditions of the digestive system (e.g., stomach virus, lactose intolerance, GERD/acid reflux) and treatment responses (e.g., staying hydrated, taking over-the-counter medication, knowing when to seek medical attention).

Alternate Science Elements II: Botany

BOT.1 Plant Morphology, Cell Structure, and Function

Conceptual Understanding: Plants are a diverse and important part of the environment, providing oxygen, and food for other organisms. The diversity of plants are characterized by unique traits that are observed to identify the various plant divisions.

BOT.1 Students will investigate the morphology, anatomy, and physiology of plants.

A.BOT.1 Students will develop a basic understanding of the anatomy and growth of plants.

- **A.BOT.1.1** Identify the basic needs of native plants (to the specific region) to survive.
- **A.BOT.1.2** Identify growing seasons, sunlight requirements, and water needs of native food-bearing plants (e.g., corn, carrots, turnip greens, potatoes, tomatoes, squash, watermelons, cantaloupe, bell pepper).
- **A.BOT.1.3** Identify the basic process of seed germination for a variety of native plants. (e.g., soil, seed, sprout, flower, fruit).

- **A.BOT.1.4** Identify the needs of native plants at various stages of development (e.g., pole beans require a stake or trellis to grow on, tomatoes require shoots that grow out of the joint where a branch on the plant meets a stem to be removed).
- **A.BOT.1.5** Identify poisonous (harmful) plants. (e.g., poison ivy, holly berries, poison oak, sumac)
- **A.BOT.1.6** Identify various methods, including technology, of harvesting native plants (e.g., fruits, vegetables, grains, or hay)

Alternate Science Elements II: Earth and Space Science

ESS.4 Earth's Resources and Human Activity

Conceptual Understanding: Natural hazards and other geologic events impact earth and human society. In addition, humans also impact the Earth through resource extraction and land use.

- ESS.4 Students will develop an understanding of Earth's resources and the impact of human activities.
- A.ESS.4 Students will develop a basic understanding of Earth's resources and the impact of human activities and methods to preserve the Earth.
- A.ESS.4.1 Identify Earth's most basic natural resources (e.g., oil, minerals, soil, and water).
- **A.ESS.4.2** Identify how humans impact Earth's systems and natural resources. (e.g., deforestation, pollution, erosion)
- **A.ESS.4.3** Identify everyday consumable products that are environmentally friendly and those products that contribute to polluting environments. (e.g., reusable grocery bags, products made from recycled material, car emissions, factory emissions, chemical run off from farms, aerosol)
- **A.ESS.4.4** Identify models to aid in the responsible management of natural resources (e.g., recycling, composting, energy usage).

Alternate Science Elements II: Zoology II

ZOO.7 Phylum Chordata, Classes Chondrichthyes and Osteichthyes

Conceptual Understanding: Of the members of classification chordate, fish species are most numerous. These aquatic vertebrates have gills throughout their lives and either have or are descended from ancestors with scales or armor.

- ZOO.7 Students will understand the structure and function of phylum Chordata, classes Chondrichthyes and Osteichthyes, and how they demonstrate the characteristics of living things.
- A.ZOO.7 Students will understand the basic structure and function of fish and how they demonstrate the characteristics of living things.
- **A.ZOO.7.1** Students will identify changes that fish have made over time to adapt to the different aquatic environments.
- **A.ZOO.7.2** Identify common freshwater fish (e.g., bass, bream, catfish, white perch) and saltwater fish (e.g., shark, flounder, red snapper, red fish, Mahi Mahi) and their differences.
- **A.ZOO.7.3** Identify interaction dangers between humans and fish.

Alternate Science Elements II: Zoology II

ZOO.8 Phylum Chordata, Classes Amphibia and Reptilia

Conceptual understanding: The two groups of amphibians and reptiles are similar in appearance, but differ drastically in development and body structure.

- ZOO.8 Students will understand the structure and function of phylum Chordata, classes Amphibia and Reptilia, and how they demonstrate the characteristics of living things.
- A.ZOO.8 Students will understand the basic structure and function of amphibians and reptiles and how they demonstrate the characteristics of living things.
- **200.8.1** Identify that amphibians live part of their lives in water and part on land.
- **ZOO.8.2** Identify common amphibians (e.g., frogs, salamanders) and reptiles (e.g., turtles, lizards, snakes).
- **ZOO.8.3** Identify common amphibians and reptiles as well as their dangers and benefits to humans.

Alternate Science Elements II: Zoology II

ZOO.9 Phylum Chordata, Class Aves

Conceptual understanding: Class Aves, including birds, are heat-absorbing egg-laying vertebrates with bodies covered in feathers. Although they are descendants of dinosaurs, they have evolved a unique physiology, making most capable of flight.

ZOO.9 Students will understand the structure and function of phylum Chordata, class Aves, and how they demonstrate the characteristics of living things.

A.ZOO.9 Students will understand the structure and function of birds and how they demonstrate the characteristics of living things.

- A.ZOO.9.1 Identify how birds have adapted to their changing environment.
- A.ZOO.9.2 Identify common birds (e.g., hummingbird, mocking bird, hawk).
- A.ZOO.9.3 Identify birds of prey and how they use their keen sense of sight to locate and attack prey.
- **A.ZOO.9.4** Identify parenting behavior of different birds in order to incubate their eggs and care for hatchlings.
- A.ZOO.9.5 Identify basic reasons for bird migration.

Alternate Science Elements II: Zoology II

ZOO.10 Phylum Chordata, Class Mammalia

Conceptual Understanding: Class Mammalia consists of heat-absorbing organisms with hair, a fourchambered heart, a diaphragm, and mammary glands. As inhabitants of every continent, they are successful in a great variety of ecosystems.

- ZOO.10 Students will understand the structure and function of phylum Chordata, class Mammalia, and how they demonstrate the characteristics of living things.
- A.ZOO.10 Students will understand the structure and function of mammals and how they demonstrate the characteristics of living things.
- **A.ZOO 10.1** Identify characteristics and behaviors that distinguish mammals from other classes of living things.
- **A.ZOO 10.2** Identify how human impact has changed the environments of other organisms.
- **A.ZOO 10.3** Identify common mammals (e.g., raccoon, feral pig, fox, squirrel, deer) and the differences in caring for their offspring.
- **A.ZOO 10.4** Identify dangerous interactions and best practice responses between humans and mammals (e.g., black bears).

Alternate Science Elements II: Physical Science

PHS.1 Nature of Matter

Conceptual Understanding: This standard develops basic ideas about the characteristics and structure of matter. Matter is anything that has mass and occupies space. Matter can exist as a solid, liquid, gas, or plasma.

PHS.1 Students will demonstrate an understanding of the nature of matter.

A.PHS.1 Students will identify and investigate the states of matter.

A.PHS.1.1 Examine the properties of solids, liquids, and gases.
A.PHS.1.2 Measure mass, volume, length, and temperature.
A.PHS.1.3 Identify symbols that portray dangerous or hazardous materials.

PHS.5 Newton's Laws of Motion

Conceptual Understanding: The motion of objects can be described using words, diagrams, numbers, and graphs. This standard describes and explains the motion of real-world objects.

PHS.5 Students will analyze the scientific principles of motion, force, and work.

A.PHS.5 Students will investigate motion, force, and work.

A.PHS.5.1 Investigate the motion of an object using properties such as displacement, time of motion, velocity, and acceleration.

A.PHS.5.2 Identify the different types of simple machines (e.g. incline plane, wedge, pully, lever). **A.PHS.5.3** Demonstrate an understanding of the similarities and differences of everyday machines, and identify how they have improved and impacted society (e.g., electrical appliances, transportation vehicles).

PHS.8 Thermal Energy

Conceptual Understanding: Thermal energy is transferred in the form of heat. Heat is always transferred from an area of high heat to low heat. More complex concepts and terminology related to phase changes are developed, including the distinction between heat and temperature.

PHS.8 Students will demonstrate an understanding of temperature scales, heat, and thermal energy transfer.

A.PHS.8 Identify characteristics of temperature scales, heat, and thermal energy transfer.

PHS.8.1 Identify characteristics of freezing point, melting point, boiling point, vaporization, and condensation of different substances.

PHS.8.2 Identify temperature of freezing point and boiling point.





Ensuring a bright future for every child

2019 Mississippi Alternate Academic Achievement Standards for Health Elements

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Introduction

The Mississippi Department of Education is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Health Elements* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The *MS AAAS for Health Elements* was developed to provide secondary students with the most significant cognitive disabilities with functional health information that is relevant to the real world, reflecting the knowledge and skills that students need to develop healthy behaviors.

Purpose

The purpose of the *MS AAAS for Health Elements* is to provide a common framework for teachers of students with significant cognitive disabilities (SCD) to use in curriculum development and instructional delivery. To ensure that students with significant cognitive disabilities receive health instruction on par with national standards, the *MS AAAS for Health Elements* is aligned to the *National Health Education Standards* for grades 9-12. The standards are grouped into seven domains: health promotion and disease prevention, influences on health behaviors, health information, interpersonal communication, decision making, goal setting, and advocacy.

Implementation

The *Mississippi Alternate Academic Achievement Standards for Health Elements* will be piloted during the 2019-2020 school year.



2019 Mississippi Alternate Academic Achievement Standards for Health Elements

Research and Background Information

The Mississippi Department of Education (MDE) is committed to creating a world-class educational system that prepares all students to be successful beyond high school. Success for all students includes those with significant cognitive disabilities (SCD). This *MS AAAS for Health Elements* course is designed to provide high school students with significant cognitive disabilities the skills and knowledge they need to promote personal, family, and community health. The *MS AAAS for Health Elements* is aligned to the *National Health Education Standards* (NHES) for grades 9-12. Practitioners in the field of education also played a key role in the development of the alternate standards.

The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student at his or her ability level.

Core Elements in the Use and Design of the MS AAAS for Health Elements

The *MS AAAS for Health Elements* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of knowledge and skills needed to promote personal, family, and community health.

The following domains were identified as being the most significant in contributing to a healthy lifestyle for a student progressing into adulthood: health promotion and disease prevention, influences on health behaviors, health information, interpersonal communication, decision making, goal setting, and advocacy. The performance objectives in each domain were written with consideration of students with significant cognitive disabilities. A brief description of each domain is presented below:

- 1. Health promotion and disease prevention: Focuses on providing students with a foundation for promoting health-enhancing behaviors.
- 2. Influences on health behaviors: Focuses on identifying and understanding how health is impacted by a variety of positive and negative influences within society.
- 3. Health information: Focuses on how to identify and access valid health information and health-promotion products and services that are critical in the prevention, early detection, and treatment of health problems.
- 4. Interpersonal communication: Focuses on how effective communication enhances health and avoids or reduces health risks.

- 5. Decision making: Focuses on developing the decision-making skills needed to identify, implement, and sustain health-enhancing behaviors.
- 6. Goal setting: Focuses on applying goal-setting skills that are essential to helping students identify, adopt, and maintain healthy behaviors.
- 7. Advocacy: Focuses on developing advocacy skills to help students promote healthy norms and healthy behaviors.

Structure of the Standards Document

The content strands are organized into seven domains: (1) health promotion and disease prevention, (2) influences on health behaviors, (3) health information, (4) interpersonal communication, (5) decision making, (6) goal setting, and (7) advocacy.

Disciplinary core ideas: The disciplinary core ideas represent content from the standard that is the main focus of the domain.

Conceptual understanding: These are statements of the core ideas for which students should demonstrate an understanding.

Mississippi Alternate Academic Achievement content standard: The *MS AAAS for Health Elements* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

	Do Health promotio disease preventio and understandin	main: Health Promotion and Disease Prevention n and disease promotion focuses on the concepts related to health promotion and on to enhance health; such as healthy habits, preventing communicable diseases, ag how emotions and environment are related to health.	Disciplinary Core Idea
	Basic Health C	Concepts	
Mississippi Alternate Academic Achievement Standard (MS AAAS)	Conceptual Une knowledge prov. standard include models. Concept performance ind	berstanding: The acquisition of basic health concepts and functional health ides a foundation for promoting health-enhancing behaviors among youth. This s essential concepts that are based on established health behavior theories and is that focus on both health promotion and risk reduction are included in the icators.	
	NHES.1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
	AA-NHES.1	Identify and practice ways to promote good health and prevent diseases	
	AA.NHES.1.a	Identify healthy habits that prevent disease and illness (e.g., wellness checkups, healthy fast food selections, vaccinations, and regular physical exercise)	
Performance	AA.NHES.1.b	Identify ways to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when sneezing, wearing a seat belt, helmet laws.)	
Objectives	AA.NHES.1.c	Describe how emotions and environment are related to health ((e.g., sexual activity, good housekeeping, dealing with grief, stress, second-hand smoke)	
	AA.NHES.1.d	Identify potential outcomes if engaging in unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking)	

Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers with documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and activities. There are many ways in which skills and concepts can be incorporated based on each student's individual learning styles and needs. Professional development efforts will be aligned to the *MS AAAS for Health Elements* and delivered in accordance with teacher resources to help expand expertise in delivering student-centered lessons.

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Florida Center for Research in Science, Technology, Engineering and Mathematics. (n.d). *CPALMS*. Learning Systems Institute, Florida State University. Retrieved from <u>http://www.cpalms.org/Public/search/Standard</u>.

DOMAIN: HEALTH PROMOTION AND DISEASE PREVENTION

Health promotion and disease prevention focuses on the concepts related to health promotion and disease prevention to enhance health, such as healthy habits, preventing communicable diseases, and understanding how emotions and environment are related to health.

Basic Health Concepts

Conceptual understanding: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

NHES.1	Students will comprehend concepts related to health promotion and disease prevention in order to enhance health.
AA.NHES.1	Identify and practice ways to promote good health and prevent diseases
AA.NHES.1.a	Identify healthy habits that help prevent disease and illness (e.g., wellness checkups, healthy food selections, vaccinations, regular physical exercise)
AA.NHES.1.b	Identify ways to prevent communicable diseases and injuries (e.g., wash hands, cover mouth when coughing, wear a seat belt, comply with helmet laws)
AA.NHES.1.c	Describe how emotions and environment are related to health (e.g., sexual activity, good housekeeping, dealing with grief, stress, second-hand smoke)
AA.NHES.1.d	Identify the effects of engaging in unhealthy behaviors (e.g., consequences for unhealthy behaviors, drug use, using inhalants, not wearing a seatbelt, smoking)

DOMAIN: INFLUENCES ON HEALTH BEHAVIORS

This domain focuses on identifying and understanding how health is affected by a variety of positive and negative influences within society, such as family, peers, and social media.

Factors that Impact Health Behaviors

Conceptual understanding: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

NHES.2	Students will analyze the influence of family, peers, culture, media,
	technology, and other factors on health behaviors.

AA.NHES.2 Describe ways in which family, peers, culture, media, technology, and other factors influence healthy behaviors

- AA.NHES.2.a Explain how the family influences the health of individuals (e.g., nutritional management of meals, health insurance status, family medical history)
- AA.NHES.2.b Explain how peers influence healthy and unhealthy behaviors (e.g., drinking, pressure to be sexually active, engaging in sedentary activities such as TV and gaming)
- AA.NHES.2.c Identify ways the media may impact lifestyle choices (e.g., social media, commercials, TV shows, magazines, deceptive advertising, email SPAM)
- AA.NHES.2.d Identify laws that influence health promotion and disease prevention (e.g., no smoking, underage drinking, legal vs. illegal drugs, insurance, speed limit, driver's license)

DOMAIN: HEALTH INFORMATION

Health information focuses on identifying valid resources necessary for personal health care needs, obtaining access to reliable health products and services that are critical in the prevention, early detection, and treatment of health problems, as well as identifying situations that require professional health services.

Health Resources

Conceptual understanding: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

NHES.3	Students will demonstrate the ability to access valid information, products, and services to enhance health.
AA.NHES.3	Demonstrate ways to access valid information, products, and services regarding personal health care needs
AA.NHES.3.a	Demonstrate ways to access valid information, products, and services regarding personal health care needs
AA.NHES.3.b	Identify ways to access reliable health products and services (e.g., pharmacist, health department, local health care providers, school nurse)
AA.NHES.3.c	Identify situations that require professional health services (e.g., distinguish between emergency and non-emergency situations, depression, toothache, earache, high temperature, situations requiring a tetanus shot, prenatal care, STDs, ingesting poison, consistent pain, bites, sores)

DOMAIN: INTERPERSONAL COMMUNICATION

Interpersonal communication focuses on skills that are effective in enhancing health and avoiding or reducing health risks, such as healthy ways to express needs, wants, and feelings.

Interpersonal Interactions

Conceptual understanding: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

NHES.4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
AA.NHES.4	Demonstrate how to effectively communicate with others to improve health or avoid health risks
AA.NHES.4.a	Demonstrate the necessary communication skills to enhance health and to avoid or reduce health risks (e.g., refusal, negotiation, collaboration, say "no" to drugs, peer pressure)
AA.NHES.4.b	Demonstrate healthy ways to express needs, wants, and feelings (e.g., respect for others, expressing emotions)
AA.NHES.4.c	Demonstrate ways to respond in an unwanted, threatening, or dangerous situation (e.g., bullying, assertive communication)
AA.NHES.4.d	Demonstrate how and when to ask for assistance to enhance the health of self and others (e.g., when to seek help, what warrants assistance)

DOMAIN: DECISION MAKING

This domain focuses on developing the decision-making skills needed to identify, implement, and sustain health-enhancing behaviors that impact quality of life, such as taking medication as prescribed and choosing healthy foods.

Health-Related Decisions

Conceptual understanding: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

NHES.5	Students will demonstrate the ability to use decision-making skills to enhance health.
AA.NHES.5	Apply decision-making skills to make healthy choices
AA.NHES.5.a	Identify situations when a health-related decision is needed (e.g., taking medication)
AA.NHES.5.b	Differentiate between healthy and unhealthy alternatives when making a decision
AA.NHES.5.c	Identify healthy options when given a situation
AA.NHES.5.d	Identify barriers that can hinder healthy decision making (e.g., limited resources, money, transportation)

DOMAIN: GOAL SETTING

This domain focuses on applying goal-setting skills to setting and achieving healthy goals, such as getting enough sleep or limiting unhealthy foods.

Setting Healthy Goals

Conceptual understanding: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

- **NHES.6** Students will demonstrate the ability to use goal-setting skills to enhance health.
- AA.NHES.6 Apply goal-setting skills to set healthy goals
- AA.NHES.6.a Identify good personal health practices (e.g., balanced nutritional diet, regular exercise)
- **AA.NHES.6.b** Develop a personal health goal that addresses strengths, needs, and risks (e.g., eating healthy, having better sleeping habits, limiting unhealthy foods, addressing depression)
- AA.NHES.6.c Identify strategies and monitor progress in achieving a personal health goal (e.g., keeping a journal)

DOMAIN: ADVOCACY

This domain focuses on applying advocacy skills to promote healthy norms and behaviors and express opinions on health issues, such as encouraging others to make healthy choices.

Health Advocacy

Conceptual understanding: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

NHES.8Students will demonstrate the ability to advocate for personal, family, and
community health.AA.NHES.8Demonstrate the ability to advocate for personal, family, and community
healthAA.NHES.8.aIdentify ways to encourage others to make positive health choicesAA.NHES.8.bExpress opinions and give accurate information about health issues





Ensuring a bright future for every child

2019 Mississippi Alternate Academic Achievement Standards for Career Readiness

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MISSISSIPPI ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS for CAREER READINESS

Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness* provides 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 Career Readiness* is to build a bridge from the content in general education 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

The purpose of the *MS AAAS for Career Readiness* is to provide a common framework for teachers of students with significant cognitive disabilities (SCD) to use in curriculum development and instructional delivery. In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Career Readiness* includes career-development, course-specific standards. The standards' contents are grouped into three domains: personal/social development, career development, and technology.

Implementation

The *Mississippi Alternate Academic Achievement Standards for Career Readiness* will be piloted during the 2019-2020 school year.



Ensuring a bright future for every child

2019 Mississippi Alternate Academic Achievement Standards for Career Readiness I & II

Research and Background Information

The Mississippi Department of Education (MDE) is committed to creating a world-class educational system that prepares all students to be successful in college and in the workforce. Success for all students includes those with significant cognitive disabilities (SCD). This Career Readiness course is designed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school. The *MS AAAS for Career Readiness* reflects common career development themes found in *the States' Career Cluster Initiative, American School Counselors Association Standards, National Career Development Guidelines*, and *The Partnership for 21st Century Learning* framework. Select standards from the International Society for Technology in Education (ISTE) are included to provide meaningful digital experiences that will translate to the workplace.

All of the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student at his or her ability level.

Core Elements in the Use and Design of the MS AAAS for Career Readiness I & II

The *MS AAAS for Career Readiness* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The *MS AAAS for Career Readiness* are comprised of three domains: personal/social, career development, and technology. Skills in each of these areas will be developed as students progress through Career Readiness courses I-IV. The performance objectives in each domain are written with consideration for students with significant cognitive disabilities. A brief description of each domain is presented below:

1. Personal/social:

Cultivating personal and social development is a process that results in students understanding themselves and their capabilities as well as understanding themselves in relation to other people. Many of the critical 21st-century skills sought after by employers fall in the category of personal and social development: communication, collaboration, problem solving, initiative, and personal responsibility. Explicit instruction with emphasis on the future work environment can be delivered in a variety of ways, including through mentoring, job shadowing, career exploration, job simulations, site visits, and career training. Some students may not be working toward gainful employment. Therefore, it is equally important for students to develop socially acceptable leisure skills. Teaching appropriate leisure skills

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includes modeling of appropriate interaction with materials within the environment.

Students will understand themselves in relationship to other people. Through a variety of tools, students will identify interests, abilities, and strengths that relate to an occupation of interest. Students will also learn how to make decisions and set goals toward achieving their career and life plans.

2. Career development:

Students will build skills and a knowledge base that facilitates a successful transition from school to postsecondary education and/or work. In this course, students will explore career clusters, research career options, interact with employers and other professionals, demonstrate interview skills, and further develop their communication skills.

3. Technology:

Technology is constantly changing how we work, transact business, and communicate. In this strand, students will learn the skills valued by employers and useful for everyday living. The computer skills they acquire will prepare them to communicate electronically in a professional setting. Internet safety and ethical online conduct are concepts that will be practiced and reinforced throughout the unit.

Using the internet as a source for self-assessments, employment information, and other postsecondary options will provide relevant opportunities for students to experience the abundance of resources available online. The use of technology, including assistive devices, will increase learning outcomes because students will have a variety of ways to express what they are learning in the classroom and workplace.

Structure of the Standards Document

The Standards Document is divided into the following four categories:

1. Content strand:

In Career Readiness, the content strands are organized into three distinct areas: personal/social, career development, and technology.

2. Disciplinary core ideas:

The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the three content strands in each grade level. All content strands will be found in each grade level.

3. Conceptual understanding: These are statements of the core ideas for which student should demonstrate an understanding. Some grade level and/or course topics include more than one

MISSISSIPPI ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS for CAREER READINESS

conceptual understanding with each guiding the intent of the standards.

4. *Mississippi Alternate Academic Achievement* content standard: The *MS AAAS for Career Readiness* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

Support Documents and Resources

The MDE Office of Special Education has developed support documents for the *MS AAAS for Career Readiness* course. Local districts, schools, and teachers may use these documents to construct standards-based career readiness instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and blueprints. Professional development efforts will be aligned to the *MS AAAS for Career Readiness* and delivered along with teacher resources to help expand expertise in delivering student-centered lessons. The most successful national models and programs will be referenced for a capacity-building effort that fosters a more effective culture of career readiness education in Mississippi.

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Career Readiness I

DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

Self-Management

Conceptual understanding: Developing an accurate knowledge of their own skills, interests, strengths, and weaknesses provides students with the information necessary to make better decisions about their postsecondary goals.

ACR.PS.1 Apply self-knowledge in order to develop career goals

ACR.PS.1.a Identify strengths, weaknesses, and occupational interests (e.g., career surveys, online surveys, online assessments, etc.)

ACR.PS.1.b Select careers that relate to strengths and occupational interests

Conceptual understanding: Adhering to a schedule is a critical part of daily living for students and employees. It is important for students to learn and depend upon daily schedules rather than a set routine because routines vary and change depending upon activities and events. Therefore, students should develop a routine of following a daily schedule. Students will learn how to plan their day and manage their time using schedules and visual prompts (e.g., clocks and symbols).

ACR.PS.2 Apply time-management skills

ACR.PS.2.a Follow a daily schedule (e.g., wake time, dress, groom, arrive on time, etc.)

Conceptual understanding: Task completion is vital for success in employment and in life. Students will acquire knowledge of how to prioritize, organize, and execute functions.

ACR.PS.3 Apply task-management skills

ACR.PS.3.a List and sequence steps to complete a task

ACR.PS.3.b Perform a work system or list of preferred and non-preferred tasks

DOMAIN: CAREER DEVELOPMENT

Career Awareness

Conceptual understanding: There are a number of people whose work impacts our lives every day. The 16 career clusters provide a context that supports students in placing jobs in categories. Knowledge of the available career pathways will provide background information for students to determine what pathways they want to explore further.

ACR.CD.1 Acquire and apply self-knowledge to develop career goals

ACR.CD.1.a Identify the 16 career clusters

ACR.CD.1.b Identify jobs and duties associated with a selected career pathway

Career Selection

Conceptual understanding: Students will have the opportunity to use decision-making and goal-setting strategies to plan their postsecondary goals.

ACR.CD.2 Apply decision-making and goal-setting strategies to career planning, course selection, and transition

ACR.CD.2.a Select a career pathway based on interest inventories, strengths, and skills

ACR.CD.2.b Identify requirements to achieve personal postsecondary goals

DOMAIN: TECHNOLOGY

Technology Operations and Concepts

Conceptual understanding: While students may have some knowledge of technology, this section formally instructs students on the basic functions of the computer. This foundational information will provide them with a context for additional technology instruction.

ACR.T.1 Demonstrate the functional use of basic computer applications and skills

ACR.T.1.a Demonstrate the use of basic skills to perform common computer operations (e.g., power on and off, log in, open a document in an appropriate application, navigate with the mouse, type using a keyboard, close, save, print, etc.)

ACR.T.1.b Create documents to communicate information

Digital Citizenship

Conceptual understanding: Living and learning in an interconnected world requires students to understand their role in managing their digital identities and reputations as well as the permanence of their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior whether using technology for personal, educational, or employment purposes.

ACR.T.2 Demonstrate proficiency in the responsible use of technology

ACT.T.2.a Identify best practices to maintain digital privacy and security

Research and Informational Literacy

Conceptual understanding: The ability to access information from various resources is a skill that will benefit students throughout their lifetimes. Technology, including assistive technology, will be used to research career-related information and interests assessments.

ACR.T.3 Demonstrate the ability to use different types of career-information resources to support career planning

- ACR.T.3.a Use digital and other types of resources to complete self-interest, strengths, career, or personality inventories
- ACR.T.3.b Locate details about postsecondary education and/or employment options that relate to my education or employment goals
- ACR.T.3.c Identify the assistive technology (low to high) needed to support employment and/or education goals

Career Readiness II

DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

Self-Management

Conceptual understanding: Developing an accurate knowledge of skills, interests, strengths, and weaknesses provides students with the information necessary to make better decisions about their postsecondary goals.

ACR.PS.4 Apply self-knowledge in order to develop career goals

ACR.PS.4.a Set personal goals and monitor progress in the IEP Transition Packet¹

ACR.PS.4.b List personal variables that may affect realistic occupational choices

ACR.PS.4.c Initiate self-advocacy skills

Communication

Conceptual understanding: Effective communication skills contribute to the success of any employee. Developing strong relationships within an organization depends on effective communication whether verbal, nonverbal, or written. Demonstrating the following objectives will facilitate productive working relationships with the students and their colleagues.

ACR.PS.5 Demonstrate appropriate communication and social skills

ACR.PS.5.a Articulate thoughts and ideas effectively in oral, written, or non-verbal skills using the student's mode of communication

ACR.PS.5.b Demonstrate knowledge of sequential steps in conversational skills (i.e., how to initiate, actively listen to, and end conversations)

ACR.PS.5.c Identify when others' thoughts, opinions, and beliefs differ from the student's own

¹ IEP Transition Packet includes student documentation and transition plan. This information is required on the IEP transition page (e.g., career planning, aptitude and skills, job interests, self-assessment, parent survey, career choices inventory, etc.).

DOMAIN: CAREER DEVELOPMENT

Career Preparation

Conceptual understanding: Students will engage in activities that demonstrate the value of work and its contribution to our daily lives.

ACR.CD.3 Understand the relationship between work, society, and the economy

ACR.CD.3.a Explain how work contributes to individuals' lives

ACR.CD.3.b Describe relationships between people's needs and how these needs create employment options (e.g., between food and grocery stores and farms, between sick people and doctors and nurses, between lawn maintenance and lawn care companies, etc.)

ACR.CD.3.c List services and agencies to assist in achieving postsecondary goals

ACR.CD.3.d Explain education and training required to achieve career goals

ACR.CD.3.e Research local and state employment opportunities that match student interests

Career Selection and Planning

Conceptual understanding: Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet will track the student's progress toward reaching his or her goals.

ACR.CD.4 Apply decision-making strategies, set goals, and take the necessary actions to achieve employment goals

ACR.CD.4.a Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packets¹

ACR.CD.4.b Identify gaps in current and required skills to perform the desired job

ACR.CD.4.c Develop annual goals and short-term objectives to incorporate into the IEP Transition Packet¹

ACR.CD.4.d Track high school graduation requirements and progress into the IEP Transition Packet¹

DOMAIN: TECHNOLOGY

Technology Operations and Concepts

Conceptual understanding: While students may have some knowledge of technology, this section instructs students in the more advanced functions of the computer. This information will provide them with a context for additional technology instruction.

ACR.T.4 Demonstrate the functional use of advanced computer applications and skills

ACR.T.4.a Demonstrate the use of advanced commands to perform computer operations (e.g., insert graphics, insert text, copy/paste, cut/paste, etc.)

ACR.T.4.b Demonstrate the ability to use technology for learning and entertainment, to complete a task, and to source information

Digital Citizenship

Conceptual understanding: Living and learning in an interconnected world requires students to understand their role in managing their digital identity and reputation as well as the permanence of their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior whether using technology for personal, educational, or employment purposes.

ACR.T.5 Demonstrate proficiency when using websites and digital resources

ACT.T.5.a Demonstrate proper etiquette in online communications

ACR.T.5.b Differentiate between legal/ethical and illegal/unethical behaviors when using technology, including social interactions online, or when using networked devices

Research and Informational Literacy

Conceptual understanding: The ability to access information from various resources is a skill that will benefit students throughout their lifetime. Technology, including assistive technology, will be used to research career-related information and to complete interest assessments.

ACR.T.6 Demonstrate the ability to access pertinent information through technology

ACR.T.6.a Locate digital resources to obtain information about a specific curricular topic

ACR.T.6.b. Locate digital resources to obtain how-to-information (e.g., repair, job search engines, etc.)





2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II

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Pass Christian School District Mississippi Department of Education Senatobia School District Mississippi Department of Education Pass Christian School District Mississippi State University Nettleton School District Mississippi Department of Education Madison County School District Starkville Oktibbeha School District Petal School District Mississippi Department of Education Mississippi Department of Education Madison County School District **Ocean Springs School District** Mississippi State University RCU Mississippi Department of Education Mississippi Department of Education Pearl School District Laurel School District Mississippi State University RCU Senatobia School District Vicksburg/Warren School District Lamar County School District **Ocean Springs School District Rankin County School District**

Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Life Skills Development* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each course. The mission of the *MS AAAS for Life Skills Development* courses is to ensure that secondary students with the most significant cognitive disabilities are provided with life-skills instruction that is relevant to the real world, reflecting the knowledge and skills that students need to function and succeed in settings beyond school.

Purpose

The purpose of the *MS AAAS for Life Skills Development* is to provide a common framework for teachers of students with significant cognitive disabilities (SCD) to use in curriculum development and instructional delivery. In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Life Skills Development* includes course-specific standards for grades 9-12. The standards' contents are grouped into the following domains: self-care and independent living, social and communication, self-determination, and transition planning and community participation.

Implementation

The *Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II* will be piloted during the 2019-2020 school year.



Ensuring a bright future for every child

2019 Mississippi Alternate Academic Standards for Life Skills Development I & II

Research and Background Information

The Mississippi Department of Education (MDE) is committed to creating a world-class educational system that prepares all students to be successful beyond high school. Success for all students includes those with significant cognitive disabilities. This Life Skills Development course is designed to provide students with significant cognitive disabilities the skills they need to function as independently as possible in their homes and communities. The *MS AAAS for Life Skills Development* reflects current research on evidence-based practices, such as research conducted by the National Secondary Transition Technical Assistance Center (NSTTAC). Practitioners in the field of education also played a key role in the development of these standards.

All of the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student at his or her ability level.

Core Elements in the Use and Design of the MS AAAS for Life Skills Development I & II

The *MS AAAS for Life Skills Development* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The following life-skills domains were identified as being the most significant in contributing to the successful, independent functioning of a student into adulthood: self-care/independent living, social and communication, self-determination, and transition planning/community participation. Skills in each of these areas will be developed as students progress through Life Skills Development courses I-IV. The performance objectives in each domain are written with consideration of students with significant cognitive disabilities. A brief description of each domain is presented below:

- 1. Self-care/independent living: Self-care/independent living skills include the daily activities that a student needs to look after him or herself. A student's ability to perform these skills not only demonstrates the student's level of independence but also impacts a student's educational and employment outcomes beyond high school. The concepts covered in Life Skills Development I include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping.
- 2. Social and communication: Social and communication skills are those skills necessary for communicating and interacting with others. The social and communication domain of Life Skills Development I focuses on teaching students to use self-management to improve decision-making, self-control, time management, and organizational and problem-solving skills.

- 3. Self-determination: Self-determination is a person's ability to take control of his or her life. This domain focuses on developing self-advocacy skills by identifying personal preferences, interests, strengths, and limitations as bases for decision-making.
- 4. Transition planning/community participation: The transition planning/community participation domain focuses on the personal safety skills that students need to participate in the community and access support services.

Structure of the Standards Document

The Standards Document is divided into the following four categories:

- 1. Content strand: The Life Skills Development content strands are organized into four domains: (1) self-care/independent living, (2) social and communication, (3) self-determination, and (4) transition planning/community participation.
- 2. Disciplinary core ideas: The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the four content strands in each grade level. All content strands will be found in each grade level.
- 3. Conceptual understanding: These are statements of the core ideas for which students should demonstrate an understanding. Some grade level and/or course topics include more than one conceptual understanding with each understanding guiding the intent of the standards.
- 4. *Mississippi Alternate Academic Achievement* content standard: The *MS AAAS for Life Skills Development* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.



Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers with documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and activities. There are many ways in which skills and concepts can be incorporated based on each student's individual learning styles and needs. Professional development efforts will be aligned to the *MS AAAS for Life Skills Development* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

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Life Skills Development I

Life Skills Development I, a one-credit course, is offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the student's individualized education program (IEP).

This course is designed to contribute to the successful, independent functioning of students with significant cognitive disabilities as they transition into adulthood. As such, instruction should center on social norms and societal adult expectations in an effort to enhance community membership and ultimately contribute to the student's quality of life.

The course standards are grouped into four general domains: (1) self-care/independent living; (2) social and communication; (3) self-determination; and (4) transition planning/community participation.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. With carefully planned and implemented instruction, all students with significant cognitive disabilities will be able to acquire various functional life skills.

Life Skills Development I

DOMAIN: SELF-CARE/INDEPENDENT LIVING

Self-care/independent living skills include the daily activities that students need to look after themselves. A student's ability to perform these skills not only demonstrates the student's level of independence but also impacts a student's educational and employment outcomes beyond high school. The concepts covered in Life Skills Development I include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping. Grooming/hygiene focuses on identifying and performing daily personal hygiene tasks, whereas dressing emphasizes learning how to manipulate fasteners found on clothing and shoes. Eating and dining habits primarily target proper etiquette. Food preparation includes the skills necessary to keep the food preparation area sanitary and to properly handle and store food during the food-preparation process.

Grooming and Hygiene

Conceptual understanding: The most important aspect of maintaining good health is good personal hygiene and grooming. Personal hygiene is keeping the body clean, and it helps prevent the spread of germs.

ALS.SI.1 Identifies routine habits associated with good personal hygiene

- ALS.SI.1.a Identify daily personal hygiene tasks (e.g., brush teeth, attend to toileting needs, wash hands, comb hair, etc.)
- ALS.SI.1.b Perform personal hygiene tasks (e.g., brush teeth, attend to toileting needs, wash hands, comb hair, etc.)

Dressing

Conceptual understanding: Dressing skills, at first glance, may seem like an issue for the home. But consider the dressing tasks that take place at school—students need to manage their jackets and outerwear, and they also need to manage their clothing when they use the restroom and when they need to remove or replace a sweater when too hot or cold. Being able to independently perform these tasks increases students' quality of life, allows them greater school participation, and improves postsecondary chances to obtain gainful employment.

ALS.SI.2 Manages fasteners on clothing and shoes (i.e., snaps, buttons, hook and loop, zippers, buckles, and shoe laces)

- ALS.SI.2.a Manipulate snaps, hook and loop, and zippers on clothing and shoes
- ALS.SI.2.b Manipulate buttons and buckles on clothes, belts, and shoes

ALS.SI.2.c Tie and untie shoelaces

Eating

Conceptual understanding: Students with significant cognitive disabilities often need additional instruction to understand social cues, to respond appropriately in social situations, and to initiate age-appropriate interactions with peers and adults. A real-life social activity is dining. Dining involves proper etiquette, personal hygiene, mathematics, and social skills. Providing social skills training and real-life dining experiences for students with significant cognitive disabilities can provide many opportunities for students to learn appropriate interaction with peers and authority figures, to recognize social cues, and to learn social competence. Good manners are part of understanding social cues and expectations. Emphasizing that good manners should be used at every meal, even when dining alone, makes good etiquette natural and habitual.

ALS.SI.3 Practices proper etiquette during meals

- ALS.SI.3.a Identify edible and inedible foods, edible parts of plants and other foods, and garnishes served on dishes (e.g., spoiled food, green tops are removed from carrots, bones are removed from steaks and fish, kale and parsley garnishes on dishes, etc.)
- ALS.SI.3.b Differentiate between finger foods and foods that are eaten with utensils, and appropriately use a fork and a spoon when applicable
- ALS.SI.3.c Practice proper etiquette when chewing and swallowing food with the applicable use of a napkin

Conceptual understanding: Students need to be aware that there are manners for drinking beverages at meals and social gatherings, such as not gulping or taking a drink with food in their mouths. Students not only need practice opening certain beverage containers, but they also need to know when it is appropriate to drink directly from the container or when to pour the beverage into a glass. It is also important that students learn how to properly drink from a fountain as this may be their only source for quenching their thirst when in public.

ALS.SI.4 Appropriately identifies and utilizes with proper etiquette glassware, drinkware, and drinking fountains in a variety of settings

- ALS.SI.4.a Identify the appropriate glassware or drinkware (e.g., glasses for water, teacups for tea, mugs for coffee, etc.)
- ALS.SI.4.b Utilize appropriate glassware or drinkware with proper etiquette
- ALS.SI.4.c Demonstrate the ability to open and utilize beverages in a variety of packaging
- ALS.SI.4.d Utilize a water fountain for a drink of water

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation.

ALS.SI.5 Initiates and completes a cleanup routine after food preparation

- ALS.SI.5.a Identify and practice good hygiene during meal preparation and food interactions
- ALS.SI.5.b Identify foods that need to be washed prior to eating
- ALS.SI.5.c Identify foods that require refrigeration and foods that are stored in a pantry or cupboard
- ALS.SI.5.d Identify the expiration date or shelf life of common foods

Conceptual understanding: Kitchen safety, cleaning food preparation areas, and storing and preparing food are important daily-living skills. Students should learn the basic food safety principles that apply to food preparation and storing leftover hot and cold foods as a means of reducing the risk of food-borne illness.

- ALS.SI.6. Demonstrates the appropriate storage and safe handling of food before, during, and after meal preparation
- ALS.SI.6.a Wash, dry, and store away all kitchen utensils, pots, dishes, and appliances after a preparing and enjoying a meal
- ALS.SI.6.b Clean kitchen surfaces after meal preparation
- ALS.SI.6.c Appropriately store or discard leftover food after a meal

Dining Habits

Conceptual understanding: Learning how to set the table increases home and community participation. This activity can also be used to introduce table etiquette and social dining skills. These skills can be practiced in preparation for a snack or lunch by giving students the opportunity to set the table and determine how many place settings are needed.

ALS.SI.7 Arranges a place setting for a meal and utilizes appropriate utensils (e.g., flatware or silverware, dishes, serving pieces, etc.)

- ALS.SI.7.a Identify the items used for a place setting (e.g., charger, dinner plate, butter dish, salad plate, appetizer plate, soup bowl, serving dishes, etc.)
- ALS.SI.7.b Identify the application or use of utensils (e.g., flatware or silverware)

ALS.SI.7.c Arrange a place setting appropriately on a table

Conceptual understanding: Students need functional skills, such as table etiquette, to operate in everyday settings. They need to function within normal social boundaries and exhibit appropriate behavior in a community setting. The practice and rehearsal of these skills in natural settings will benefit students tremendously.

ALS.SI.8 Given a social setting and a meal, identifies when to remove the napkin, begin eating, and practice proper table etiquette

- ALS.SI.8.a Given a social setting and meal, identify when to remove the napkin from the table or plate and place it into his or her lap (e.g., if dining out, one should place the napkin in his or her lap immediately, and if attending a dinner party, follow the lead of the host or hostess)
- ALS.SI.8.b Given a social setting and meal, identify when to begin eating (e.g., if attending a private dinner party, begin eating once the host or hostess begins eating; if at a buffet, begin eating when others at your table are seated)
- ALS.SI.8.c Given a social setting and meal, practice proper etiquette when passing and requesting dishes, bread, condiments, or salt and pepper during dining (i.e., ask that condiments be passed from the person closest to the item, pass salt and pepper together, use serving utensils to lift food from serving dishes, pass dishes in a counter-clockwise flow)

Housekeeping

Conceptual understanding: Having the ability to perform basic housekeeping skills leads to greater independence. Students should be able to identify a clean living space and perform the basic chores that will help them maintain a clean living space.

ALS.SI.9 Demonstrates housekeeping skills

- ALS.SI.9.a Demonstrate the ability to sweep or vacuum floors and discard collected debris
- ALS.SI.9.b Demonstrate the ability to take out trash (e.g., remove the trash from the trash can, tie the bag, carry it out to the receptacle bin, replace it with a new trash bag)
- ALS.SI.9.c Practice using appropriate materials to dust and clean furniture, baseboards, and other surfaces
- ALS.SI.9.d Practice organizing and storing like items together to create a well-organized, clean, and safe environment

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are the skills necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, and leisure-time activities). The social and communication domain of Life Skills Development I focuses solely on interpersonal skills.

Self-Management

Conceptual understanding: Self-management strategies enable students to take an active role in monitoring and reinforcing their own behavior. Self-management encourages students to self-regulate their own behaviors rather than relying on others for prompts or other external interventions. Using self-management has shown to be effective in teaching conversational skills. Examples of self-management include self-monitoring, self-evaluation, and self-reinforcement.

ALS.SC.1 Identifies and applies self-management skills in response to situational demands

- ALS.SC.1.a Recognize when the student or someone else is becoming angry or stressed and take appropriate action to deal with the situation in a positive way (e.g., take a walk, exercise, ask for a break, get enough rest, breathe slowly and relax, calm down and then communicate, etc.)
- ALS.SC.1.b Identify triggers for anger and stress (e.g., being treated unfairly, responding to time pressure, experiencing dishonesty, experiencing disappointment, experiencing threats to self-esteem, experiencing instances of prejudice and discrimination, getting attacked, etc.)

Conceptual understanding: Students can use self-management strategies to increase social, adaptive, and language/communication skills. Specific strategies may include giving compliments to others, responding to others and sharing, initiating interactions, and conversing with others.

ALS.SC.2 Engages in reciprocal communication with others and demonstrates respect for others and their property

- ALS.SC.2.a Engage in reciprocal communication with others by asking reciprocal questions, staying on topic, initiating conversations, and making clear to others that the student is listening
- ALS.SC.2.b Identify ways to demonstrate self-respect
- ALS.SC.2.c Identify ways to demonstrate respect for others

ALS.SC.2.d Identify ways to demonstrate respect for others' property

DOMAIN: SELF-DETERMINATION

Self-determination is a person's ability to make choices, learn to solve problems effectively, take control and responsibility for one's own life, and learn to experience and cope with the consequences of making decisions on his or her own. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead students to set goals for themselves and to take the initiative to reach these goals. The self-determination domain of Life Skills Development I focuses solely on self-advocacy.

Self-Advocacy

Conceptual understanding: Students approaching adulthood need to be prepared to advocate for themselves as they gain more control over their lives and accept more responsibilities. Self-advocacy enables students to effectively communicate, convey, or assert their own interests, desires, needs, and rights. The student's first step toward self-advocacy is being aware of personal preferences, interests, strengths, and limitations.

ALS.SD.1 Develops self-advocacy skills by demonstrating awareness of personal preferences, interests, strengths, and limitations

ALF.SD.1.a Demonstrate awareness of personal preferences and interests

ALF.SD.1.b Demonstrate awareness of strengths and limitations

Conceptual understanding: Students can make choices and advocate for themselves if they have the information and support they need. Self-advocacy involves making informed decisions and taking responsibility for those decisions. When students are aware of their personal preferences, interests, strengths, and limitations, they are able to participate in decisions that are being made about their lives, such as transition planning.

ALS.SD.2. Develops self-advocacy skills by considering multiple options and anticipates consequences for decisions when making choices

ALS.SD.2.a Identify and differentiate between wants and needs

ALS.SD.2.b Make choices based on preferences, interests, wants, and needs, and consider multiple options to anticipate consequences for decisions

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

Transition planning is the foundation for the IEP planning process because it determines a student's transition needs in independent living and community participation. It is designed to ensure that the student will be provided with the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The transition to adulthood includes equipping students with the skills they need to participate in a full range of community activities as well as have access to support services. The transition planning/community participation domain of Life Skills Development I focuses solely on personal safety.

Personal Safety

Conceptual understanding: Being a part of the community is especially important for the livelihood and independence of individuals with disabilities. Venturing out into the community, however, involves many safety risks that are not necessarily experienced in the home or at school. Planning for safety helps students think through possible dangers in a variety of situations and apply the best practices when their physical and emotional safety is threatened.

ALS.TP.1 States and observes rules of personal safety

ALS.TP.1.a Identify the best practices to maintain personal safety (e.g., operate a GPS or map application with home address, notify a trusted adult of location, give only trusted adults personal information, call 911 in case of an emergency, etc.)

Life Skills Development II

Life Skills Development II, a one-credit course, is offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the student's individualized education program (IEP).

This course is designed to contribute to the successful, independent functioning of students with significant cognitive disabilities as they transition into adulthood. As such, instruction should center on social norms and societal adult expectations in an effort to enhance community membership and ultimately contribute to the student's quality of life.

The course standards are grouped into four general domains: (1) self-care/independent living; (2) social and communication; (3) self-determination; and (4) transition planning/community participation.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. With carefully planned and implemented instruction, all students with significant cognitive disabilities will be able to acquire various functional life skills.



DOMAIN: SELF-CARE/INDEPENDENT LIVING

Self-care/independent living skills include the daily activities students need to look after themselves. A student's ability to perform these skills not only demonstrates the student's level of independence but also impacts a student's educational and employment outcomes beyond high school. The concepts covered in Life Skills Development II include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping. Grooming/hygiene focuses on identifying and performing daily personal hygiene tasks, whereas dressing emphasizes learning how to manipulate fasteners found on clothing and shoes. Eating and dining habits primarily target proper etiquette. Food preparation includes the skills necessary to keep the food preparation area sanitary and how to properly handle and store food during the food preparation process.

Clothing Care

Conceptual understanding:

ALS.SI.10.	Practices basic laundering skills (e.g., washing, drying, hanging/folding)
ALS.SI.10.a	Perform the steps for preparing clothes for laundering (e.g., following garment care recommendations, sorting)
ALS.SI.10.b	Perform the steps for operating a washing machine (e.g., proper loading, selecting the appropriate cycle, adding detergent)
ALS.SI.10.c	Perform the steps for operating a dryer (e.g., cleaning the lint trap, loading the dryer, selecting the appropriate setting, removing clothes when the cycle is done)
ALS.SI.10.d	Practice washing clothes by hand

Dressing

Conceptual understanding:

ALS.SI.11.	Dresses appropriately for various occasions and conditions, such as weather
ALS.SI.11.a	Select clothing appropriate for various occasions and conditions, such as weather
ALS.SI.11.b	Adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar)
ALS.SI.11.c	Demonstrate knowledge of clothing and shoe size

Dining Habits

Conceptual understanding:

ALS.SI.12 Practices skills appropriate for dining in a restaurant

- ALS.SI.12.a Order a meal from the restaurant menu
- ALS.SI.12.b Practice proper dining etiquette and table manners (e.g., when to eat, napkin in lap, passing condiments)
- ALS.SI.12.c Pay for a meal

Grocery Shopping

Conceptual understanding:

- ALS.SI.13 Performs tasks associated with purchasing groceries
- ALS.SI.13.a Prepare a grocery list
- ALS.SI.13.b Navigate the grocery store (e.g., use shopping cart, locate items on a list)
- ALS.SI.13.c Complete checkout process (e.g., get in line, put items on conveyor belt, pay cashier, exit store with items)
- ALS.SI.13.d Appropriately store food items

Food Preparation

Conceptual understanding:

- ALS.SI.14 Performs tasks associated with preparing a meal
- ALS.SI.14.a Follow meal preparation instructions
- ALS.SI.14.b Demonstrate an understanding of common cooking terms
- ALS.SI.14.c Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer)
- ALS.SI.14.d Operate kitchen appliances effectively and safely (e.g., cooktop, oven, microwave, toaster, dishwasher)

Home Maintenance

Conceptual understanding:

ALS.SI.15 Demonstrates the ability to handle basic home maintenance

ALS.SI.15.a Demonstrate the ability to perform minor home maintenance (e.g., unstop a toilet, change a lightbulb, replace a fuse or flip a breaker)

- ALS.SI.15.b Practice preventative measures to avoid maintenance issues (e.g., stopped up sinks and toilets, avoiding insects and mice)
- ALS.SI.15.c Practice the proper maintenance of household equipment and appliances (e.g., change vacuum cleaner bags, replace AC filters)
- ALS.SI.15.d Identify who to call for various home repairs

Time Management

Conceptual understanding:

- ALS.SI.16 Practices following a schedule to complete a daily routine
- ALS.SI.16.a Utilize a schedule to complete a daily routine
- ALS.SI.16.b Stay on task for a predetermined amount of time
- ALS.SI.16.c Utilize methods for keeping track of time
- ALS.SI.16.d Schedule an appointment or meeting

Personal Finance

Conceptual understanding:

ALS.SI.17 Identifies and practices tasks associated with making purchases

- ALS.SI.17.a Practice various methods used to purchase items (e.g., cash, debit card, credit card, checks)
- ALS.SI.17.b Practice calculating change
- ALS.SI.17.c Identify ways to safeguard financial information when making purchases (e.g., online, PIN number, checks)

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are those necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, leisure-time activities). The social and communication domain of Life Skills Development II focuses on interpersonal skills.

Interpersonal	Skills
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Conceptual understanding:

ALS.SC.3	Demonstrates responsible personal and social behavior			
ALS.SC.3.a	Follow rules and safe practices in and out of class to ensure personal and group safety			
ALS.SC.3.b	Identify the characteristics needed to be a responsible friend and family member			
ALS.SC.3.c	Demonstrate ways to communicate care, consideration, and respect of self and others			
ALS.SC.3.d	Demonstrate healthy ways to express needs, wants, and feelings			
ALS.SC.3.e	Practice self-controlled behaviors in real or simulated situations			
Conceptual understanding:				
ALS.SC.4	Practices interpersonal communication skills to manage conflicts (e.g., peer pressure, hurtful teasing, name calling)			
ALS.SC.4.a	Identify situations that may lead to conflict			
ALS.SC.4.b	Practice refusal and negotiation skills			
ALS.SC.4.c	Demonstrate nonviolent strategies to resolve conflicts			
ALS.SC.4.d	Differentiate between negative and positive behaviors used in conflict situations			
Conceptual understanding:				
ALS.SC.5	Practices appropriate social-sexual behavior			
ALS.SC.5.a	Identify the appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations)			
ALS.SC.5.b	Differentiate between appropriate and inappropriate movement, touching, and/or gestures			
ALS.SC.5.c	Differentiate between public and private activities			
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ALS.SC.5.d Demonstrate an awareness of the appropriate place and time to engage in selfstimulating behavior

Conceptual understanding

- ALS.SC.6 Demonstrates understanding and respect for differences among people
- ALS.SC.6a Demonstrate a tolerance for individual differences (e.g., physical, cultural, linguistic, gender)
- ALS.SC.6b Demonstrate an understanding that disability harassment is a civil rights issue
- ALS.SC.6c Identify ways in which bystanders can help someone who is being bullied

DOMAIN: SELF-DETERMINATION

Self-determination is a person's ability to make choices, learn to solve problems effectively, take control and responsibility for one's own life, and learn to experience and cope with the consequences of making decisions on his or her own. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead students to set goals for themselves and to take the initiative to reach these goals.

Decision-Making**Problem-Solving**

Conceptual understanding:

ALS.SD.3 Demonstrates the ability to implement a decision-making process

- ALS.SD.3.a Identify the steps in making a decision
- ALS.SD.3.b Demonstrate the ability to make decisions based on students' personal preferences, interests, and abilities
- ALS.SD.3.c Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively

Conceptual understanding:

ALS.SD.4	Develops	problem-sol	ving skills
		r	

- ALF.SD.4.b Utilize various strategies to solve problems associated with daily living (e.g., negotiating obstacles, selecting appropriate clothing, selecting the appropriately sized container to store food/objects)
- ALF.SD.4.a Differentiate between relevant and irrelevant information when presented with a problematic situation (e.g., social situations/problems)

Goal-Setting

Conceptual understanding:

ALF.SD.5 Identifies and achieves personal and academic goals

- ALF.SD.5.a Prioritize needs
- ALF.SD.5.b Set realistic personal and academic goals
- ALF.SD.5.c Participate in developing a plan of action to meet personal and academic goals
- ALS.SD.5.d Identify opportunities and barriers to achieving goals
- ALS.SD.5.e Recognize when the modification of a plan is necessary to achieve goals (e.g., self-monitoring)

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

Transition planning is the foundation for the IEP planning process because it determines a student's transition needs in independent living and community participation. It is designed to ensure that the student will be provided with the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The transition to adulthood includes equipping students with the skills they need to participate in a full range of community activities as well as have access to support services.

Personal Safety

Conceptual understanding:

ALS.TP.2 Demonstrates the ability to handle emergency situations

- ALS.TP.2.a Plan/follow an emergency route
- ALS.TP.2.b Demonstrate fire safety
- ALS.TP.2.b Plan how to handle adverse weather/nature-related events

Transition Planning

Conceptual understanding

ALS.TP.2 Demonstrates knowledge of a transition plan

- ALS.TP.2.a Identify targeted postsecondary outcomes in the domains of education, employment, and independent living
- ALS.TP.3.b Identify the "action steps" required to attain postsecondary goals
- ALS.TP.2.b Identify the functional capabilities and limitations identified in transition assessment

Community Participation

Conceptual understanding: Community experiences are the best predictor of post-school success.

- ALS.TP.4 Demonstrates an awareness of the activities, events, and services available in their community (e.g., shopping, religious services, recreation programs, library, after-school programs)
- ALS.TP4.a Identify the activities, events, and services available in their community
- ALS.TP.4.b Identify ways in which to find out about community activities, events, and services
- ALS.TP.4.c Identify ways in which to access community activities, events, and services
- ALS.TP.4.d Demonstrate an understanding of meaningful community participation and inclusion
- ALS.TP.4.e Identify community resources aligned to individual interests